italiano

Italian

Language Guide

Recommended Grammar Sequence
Italian

Table of Contents by Function

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

SPEAK YOUR LANGUAGE
GROUP INSTRUCTION
COACHING STUDY
Investigator
TALL
LANGUAGE STUDY
SEEK THE GIFT OF TONGUES

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

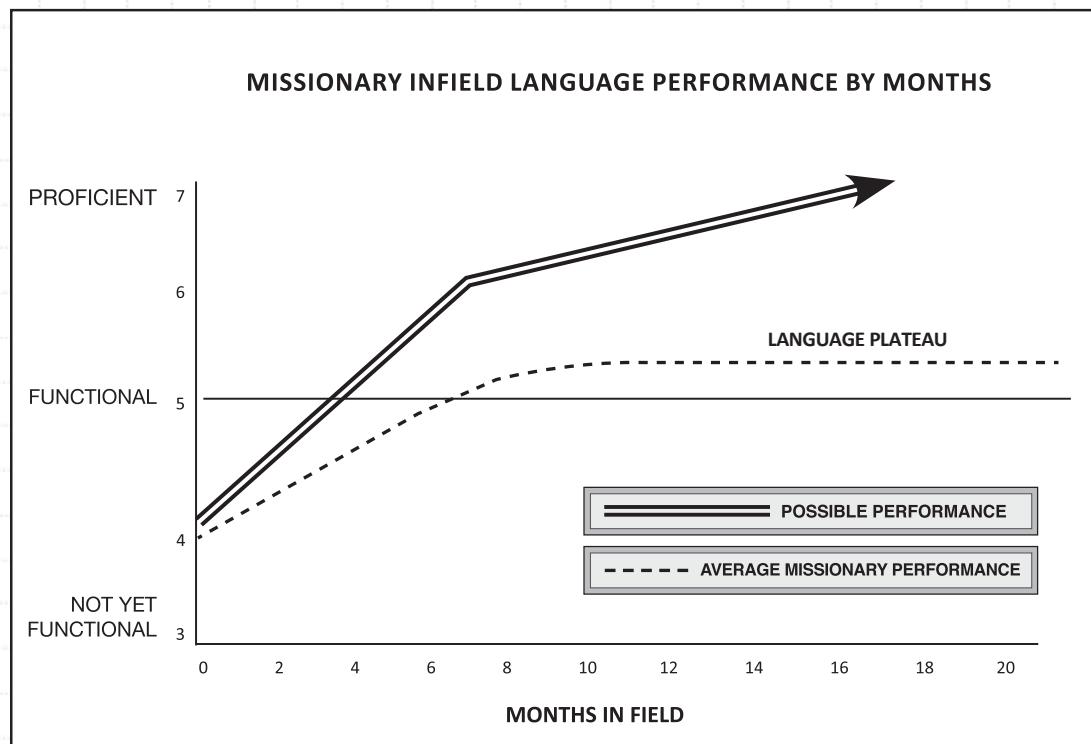
Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.

This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.

FUNCTIONAL
600+ HOURS
500 HOURS
400 HOURS
300 HOURS
200 HOURS
100 HOURS

TIME UP TO ME

Daily planning

Companionship study

Daily and weekly preparation time

Use your language every day

- Study time
- Meal time
- Waiting in line
- In the bookstore
- While waiting for meetings and appointments

SCHEDULED TIME

Group Language Instruction

Coaching Study

Progressing Investigator

Scheduled TALL Lab

Scheduled Language Study

STEP UP

Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel, 128)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

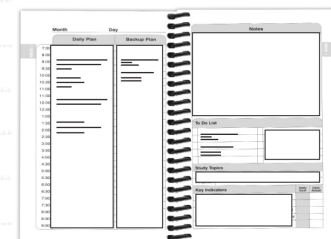
PLANS

EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.

For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (go for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I MUST ASK FOR IT IN PRAYER.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with POWER!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[When]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/Add. Study	SYL
8:00	Progressing Inv.	Listen for words &
9:00	Fundamental - Role of Holy Ghost	look them up
9:30		
10:00		
10:30	Coaching Missionary St.	Error Correction & Suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class - Comp. Study	Practice for TRC (Grammar
2:30		Correction)
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [Memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core	
8:00	Grammar	
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture,
- 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language Study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a Simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and Share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray

i) Study "The Restoration" pamphlet "How can I Know?" in the language.

(1.) Identify new vocab and memorize at least 10 new words. (5 minutes)

(2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)

ii) Study command form for giving directions about how to pray.

(1.) Conjugate 5 verbs in the command form. (7 minutes)

(2.) Say all my commands in the mission language all day.

iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.

i) Study the grammar materials to extend "Will you..." questions (5 minutes)

(1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)

(2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.

ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)

iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

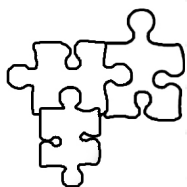
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY NEW VOCABULARY NEW VOCABULARY NEW VOCABULARY NEW VOCABULARY NEW VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

			Tengo *I have (am)*	**mucho** *very*	**miedo** *afraid of*	**a los perros** *dogs*
Cuánto(a/s) (no) *How much*	**tengo** *(I) have*	**tenemos** *(we) have*		**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
Sí, *Yes,*	**tienes** *(you) have*	**tenéis** *(you all) have*		**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
No, *No,*	**tiene** *(you) have*	**tienen** *(you all) have*			**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
¿Por qué *Why*	**tiene** *(he/she) has*	**tienen** *(they) have*			**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
Porque *Because*					**hambre** *hungry*	**enseñar a las personas** *of teaching people*
					sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
					calor *hot*	
					frío *cold*	
					frío *cold*	

¿Tiene mucho sueño?
Are you very sleepy?
Sí, tengo mucho sueño.
Yes, I am very sleepy.
No, no tengo sueño.
No, I am not sleepy.

¿Cuántos años tiene?
How old are you?
Tengo diecinueve años.
I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts

- Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS

NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"

ARTICLE
the (definite); **a/an** (indefinite)

PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)

CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)

"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."

ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)

VERB
an action; also an event or state of being.

POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)

ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well.**
I like teaching **a lot.**

PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself**. (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.
Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject
I **am a missionary.** (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Fare conoscenza - Get to know someone

Vocabulary (30 min):

Review the following vocabulary from today’s in-class instruction:

Nouns		Nouns		Verbs	
il giorno	*day*	**Dio**	*God*	**essere**	*to be*
la sera	*evening*	**il/la rappresentante**	*representative*	**avere**	*to have*
il collega	*companion (m)*	**il missionario**	*missionary (m)*	**mangiare**	*to eat*
la collega	*companion (f)*	**la missionaria**	*missionary (f)*	**pregare**	*to pray*
i familiari	*family members*	**la Chiesa**	*the Church*	**fare sport**	*to play sports*
la sorella	*sister*	**Pronouns**		**parlare**	*to talk*
il fratello	*brother*	**io**	*I*	**cantare**	*to sing*
il cugino	*cousin*	**noi**	*we*	**fare la musica**	*to make music*
l’Anziano	*Elder*	**Lei**	*you (formal)*	**suonare**	*to play (an instrument)*
la religione	*religion*	**Places**		**giocare**	*to play (a sport)*
le domande	*questions*	**Utah**	*Utah*	**leggere**	*to read*
i sentimenti	*feelings*	**California**	*California*	**fare**	*to do/make*
le aspettative	*expectations*	**Italy**	*Italia*	**venire**	*to come*
la nazionalità	*nationality*	**America**	*America*	**piacere**	*to like*
i sentimenti	*feelings*	**Inghilterra**	*England*	**incontrare**	*to meet with*

Practice:

Introduce yourself in Italian to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself. Then pretend one of you is a new investigator and practice asking questions to get to know their interests, beliefs and background.

Introducing yourself

Io	**sono**	**un missionario**	**di Gesù Cristo**
I	*am*	*a missionary (male)*	*of Jesus Christ*
		una missionaria	**della Chiesa di Gesù Cristo dei Santi degli Ultimi Giorni**
		a missionary (female)	
Noi	**siamo**	**missionari/missionarie**	*of the Church of Jesus Christ of Latter-day Saints*
We	*are*	*missionaries (m/f)*	
		un/una rappresentante	
		a representative	
Questo	**è**	**il mio collega**	**Anziano** ________________
This (male)	*is*	*my companion (male)*	*Elder* ________________
Questa		**la mia collega**	**Sorella** ________________
This (female)		*my companion (female)*	*Sister*________________

Come	**si chiama**	**Lei?**
How	*(do) you call yourself*	*you? (formal)*
Io	**mi chiamo**	**Anziano/Sorella (Smith)**
I	*call myself*	*Elder /Sister (Smith)*
Da	**dove**	**viene?**
From	*where*	*(do) you come? (formal)*
Io	**vengo da**	**(California)**
I	*come from*	*(California)*
Cosa	**le piace**	**fare?**
What	*(do) you like*	*to do?*
A	**me**	**piace (cantare)**
To	*me*	*it pleases (to sing)*

Getting to know others

Buon giorno!	Buona sera!	Piacere.	Altrettanto.
Hello!	*Good evening!*	*Nice to meet you.*	*The same to you.*

Yes/No	Subj.	Verb	Noun	
Si,	**Lei**	**ha**	**fratelli**	**?**
Yes,	*You*	*have*	*brothers*	
No,	**Io (non)**	**ho (due)**	**sorelle**	
No,	*I (don't)*	*have (two)*	*sisters*	
			cugini	
			cousins	

Question	Poss. Adj.	Nominal Clause
		nazionalità?
	la Sua	*nationality?*
Qual'è	*your (fem. singular)*	**religione?**
What/which is		*religion?*
		sentimenti riguardo Dio?
Può descrivere	**i Suoi**	*feelings about God?*
Can you describe	*your (masc. plural)*	**familiari?**
		family members?
Quali sono		**domande riguardo Dio?**
Which are	**le Sue**	*questions about God?*
	your (fem. plural)	**aspettative nel incontrarci?**
		expectations in meeting with us?

Fare un riassunto - Give a simple overview

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Direct Object Pronouns	
mi	*me*
ti	*you*
lo	*him/it*
la	*her/it*
La	*you (formal)*
ci	*us*
vi	*you all*
li	*them*

Indirect Object Pronouns	
mi	*to me*
ti	*to you*
gli	*to him*
le	*to her*
Le	*to you (formal)*
ci	*to us*
vi	*to you all*
gli	*to them*

Nouns	
la fede	*faith*
il pentimento	*repentance*
la pace	*peace*
i commandamenti	*commandments*
il conforto	*comfort*
le risposte	*answers*
il piano	*plan*
il cardine	*center*
la parola	*word*
il messaggero	*messenger*
il testimone	*witness*
lo Spirito Santo	*Holy Ghost*
mondo	*world*

Interrogatives	
perché	*why*
che	*what*
chi	*who*

Verbs	
dare	*to give*
ascoltare	*to listen*
guidare	*to guide*
cercare	*to seek*
volere	*to want*
amare	*to love*

Conjunctions	
anche	*also*
perciò	*therefore*
allora	*then*
quindi	*so*
e	*and*

Adjectives	
importante	*important*
significativo	*meaningful*
di aiuto	*helpful*

Practice:

Share three simple statements of truth with three people in your district. To prepare to teach your investigator, try and ask yourself five questions that would help you understand their background or prompt them to reflect.

Fare un riassunto - Give a simple overview

Noun	DOP	Verb
Dio	**mi**	**ama**
God	*me*	*loves*
	La	**conosce**
	you (formal)	*knows*
	ci	**ascolta**
	us	*listens to*
	vi	**guida**
	you all	*guides*

Conjunction
e
and
perciò
therefore
perché
because

Subject	IOP	Verb	Noun
Dio	**mi**	**dà**	**i profeti**
God	*to me*	*gives*	*prophets*
Lui	**Le**	**manda**	**le risposte**
He	*to you*	*sends*	*answers*
	ci		**i commandamenti**
	to us		*commandments*
	vi		**il conforto**
	to you all		*comfort*

Subject	is	Object	Preposition	Possessor
Dio		**il Padre**		**tutti**
God		*the Father*	**di**	*everyone*
Gesù Cristo		**il Salvatore**	*of*	**Gesù Cristo**
Jesus Christ		*the Savior*		*Jesus Christ*
Lo Spirito Santo		**il cardine**		**piano di Dio**
The Holy Ghost	**è**	*the center*	**(di + il)= del**	*God's plan*
Un profeta	*is*	**la parola**	*(of + the)=of the*	**mondo**
A prophet		*the word*		*world*
Joseph Smith		**un testimone**		**verità**
Joseph Smith		*a witness*	**(di + la)= della**	*truth*
Il Libro di Mormon		**il messaggero**	*(of + the)=of the*	**volontà di Dio**
The Book of Mormon		*the messenger*		*will of God*

You	Verb	Noun
Lei	**vuole**	**la pace?**
You	*want*	*peace?*
	cerca	**la fede?**
	seek	*faith?*
		la felicità?
		happiness?

For you	Question	is	Noun
Per Lei ,	**chi**	**è**	**Dio?**
For you,	*who*	*is*	*God?*
Secondo Lei,	**che cosa**		**la fede?**
In your opinion,	*what (thing)*		*faith?*
			la felicità?
			happiness?

Question	Noun	is	Adjective	for you
Perché	**il pentimento**	**è**	**importante**	**per Lei?**
Why	*repentance*	*is*	*important*	*for you?*
In che modo	**Cristo**		**significativo**	
In what way	*Christ*		*meaningful*	
	la famiglia		**di aiuto**	
	the family		*helpful*	

Pre-work (Possessives) - Preparing for Prayer

In italian, nouns can be either masculine or feminine and either singular or plural. Adjectives describing nouns, including possessive adjectives such as "my, your" etc. must match in both number and gender with the noun they are describing. Below is a chart with various possessive adjectives and their conjugations. To prepare for prayer, practice with your companion choosing and saying aloud the phrases using possessive adjectives. Then translate outloud the phrases listed at the bottom into Italian. (Note: Use the article "the" in italian even with possessive adjectives. Eg. "il mio Salvatore", "the my Savior". A few family nouns are the only exception.)

Article — Possessive Adjective + Noun

	the	my	your (familiar)	his or her / your (formal)	our	your (pl. "Y'all")	their
masculine singular	**il**	**mio**	**tuo**	**suo/Suo**	**nostro**	**vostro**	**loro**
masculine plural	**i**	**miei**	**tuoi**	**suoi/Suoi**	**nostri**	**vostri**	**loro**
feminine singular	**la**	**mia**	**tua**	**sua/Sua**	**nostra**	**vostra**	**loro**
feminine plural	**le**	**mie**	**tue**	**sue/Sue**	**nostre**	**vostre**	**loro**

tempo *time*	**desiderio** *desire*	**insegnante (m)** *male teacher*	**Salvatore** *Savior*
familiari *family members*	**desideri** *desires*	**giorni** *days*	**simpatizzanti** *investigators*
testimonianza *testimony*	**chiamata** *calling*	**insegnante (f)** *female teacher*	**bontà** *goodness*
scritture *scriptures*	**preghiere** *prayers*	**domande** *questions*	**aspettative** *expecations*

1. my desire *(il mio desiderio)*
2. your (familiar) scriptures
3. our Savior
4. his family members
5. their time
6. my scriptures
7. our scriptures
8. your (formal) expectations
9. her questions
10. my desires
11. their desires
12. your ("y'all's) teacher (m)
13. your (familiar) goodness
14. our calling
15. his desire
16. their investigator
17. her expectations
18. your (formal) prayers
19. my teacher (f)
20. my teacher (m)
21. their questions
22. your (familiar) questions
23. your (formal) family members
24. our questions
25. my expectations
26. his goodness
27. our time
28. your (formal) questions
29. your (familiar) testimony
30. my Savior

Caro Padre Celeste,
Dear Heavenly Father,

Giving thanks

Thanks	for	Article+Possessive Adj. +Noun
Ti ringrazio	**per**	**la Tua guida**
I thank thee	*for*	*your guidance*
Ti ringraziamo		**il Tuo amore**
We thank thee		*your love*
Grazie		**le nostre benedizioni**
Thank you		*your blessings*
		il mio collega
		my companion
		i nostri simpatizzanti
		our investigators

Asking

Please	Verb/DOP	to	Action
Per favore	**aiutaci**	**a**	**seguire lo Spirito**
Please	*help us*	*to*	*follow the Spirit*
			scegliere il bene
			choose the right

IOP + To Verb	to	Verb	Object
Ti chiedo		**aiutare**	**Fratello** ________
I ask thee	**di**	*help*	*Brother* __________
Ti chiediamo	*to*	**benedire**	**Sorella** ________
We ask thee		*bless*	*Sister* ___________

nel nome di Gesù Cristo, amen.
in the name of Jesus Christ, amen.

Portare la testimonianza - Bear testimony

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Direct Object Pronouns	
mi	*me*
La	*you (formal)*
ci	*us*

Past Participles	
sentito	*felt*
provato	*experienced*
superato	*overcome*

Adjectives	
onnisciente	*all-knowing*
misericordioso	*merciful*
affetuoso	*affectionate*

Conjunctions	
dunque	*so*
perciò	*therefore*
tramite	*through*
che	*that*

Nouns	
il Padre Celeste	*Heavenly Father*
il Salvatore	*Savior*
l'espiazione	*atonement*
le scritture	*scriptures*
la pace	*peace*
la guarigione	*healing*
il perdono	*forgiveness*
l'ingiustizia	*injustice*
i peccati	*sins*
il dolore	*pain*
la punizione	*punishment*
il fardello	*burden*
la morte	*death*

Verbs	
sapere	*to know*
testimoniare	*to testify*
potere	*to be able (can)*
sentire	*to feel*
ricevere	*to receive*
capire	*to understand*
perdonare	*to forgive*
aiutare	*to help*
obbedire	*to obey*
studiare	*to study*

Adverbs	
regolarmente	*regularly*
sinceramente	*sincerely*
frequentemente	*frequently*

Practice:

Bear your tesimony of the Savior and His atonement to a mirror or a wall. Pick five simple statements that you personally know and feel to be true and memorize them with your companion until you can comfortably bear testimony without looking at the book.

Portare la testimonianza - Bear testimony

To Know	that	Noun	is	Adjective
Io so	**che**	**Gesù Cristo**	**è**	**onnicosciente**
I know	*that*	*Jesus Christ*	*is*	*all-knowing*
Testimonio		**il Padre Celeste**		**misericordioso**
I testify		*Heavenly Father*		*merciful*
Lei sa				**affetuoso**
You know				*loving*

?

Through	Noun	Able To	Verb	Noun
Tramite	**lo Spirito Santo**	**posso**	**sentire**	**la pace**
Through	*the Holy Ghost*	*I can*	*to feel*	*peace*
	l'espiazione	**Lei può**	**ricevere**	**la guarigione**
	the atonement	*you can*	*to receive*	*healing*
	le scritture	**possiamo**		**il perdono**
	the scriptures	*we can*		*forgiveness*

Noun	Has	Past Participle	Noun	Of Noun
Gesù Cristo	**ha**	**sentito**	**il dolore**	**della morte**
Jesus Christ	*has*	*felt*	*the pain*	*of death*
Il Salvatore		**provato**	**la punizione**	**dei peccati**
The Savior		*experienced*	*the punishment*	*of sins*
		superato	**il fardello**	**dell'ingiustizia**
		overcome	*the burden*	*of injustice*

Conjunction
perciò
therefore
dunque
so

Direct Pron.	Can	Verb
mi	**può**	**capire**
me	*He can*	*(to) understand*
La		**aiutare**
you (formal)		*(to) help*
ci		**perdonare**
us		*(to) forgive*

Verb	This	When/If	Verb	Adverb
Sento	**questo**	**quando**	**prego**	**regolarmente**
I feel	*this*	*when*	*I pray*	*regularly*
So		**se**	**obbedisco**	**sinceramente**
I know		*if*	*I obey*	*sincerely*
			studio	**frequentemente**
			I study	*frequently*

Lasciare un impegno-Leave a Commitment

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Future Verb Conjugations			
leggere	*to read*	**leggerà**	*you will read*
pregare	*to pray*	**pregherà**	*you will pray*
venire	*to come*	**verrà**	*you will come*
obbedire	*to obey*	**obbedirà**	*you will obey*
farsi battezzare	*to get baptized*	**si farà battezzare**	*you will get baptized*
pentirsi	*to repent*	**si pentirà**	*you will repent*

Past Participle Conjugations			
leggere	*to read*	**letto**	*read*
pregare	*to pray*	**pregato**	*prayed*
sentire	*to feel*	**sentito**	*felt*
capire	*to understand*	**capito**	*understood*

Present Verb Conjugations			
rispondere	*to answer*	**risponde**	*you answer (he/she answers)*
sentire	*to feel*	**sente**	*you feel (he/she feels)*
sapere	*to know*	**sa**	*you know (he/she knows)*
trattenere	*to hold back*	**trattiene**	*holds back*

Time Words	
adesso	*right now*
oggi	*today*
ieri	*yesterday*
domani	*tomorrow*
durante	*during*
la settimana	*the week*
domenica	*Sunday*
subito	*immediately*

Pronouns	
da	*from*
a	*to*
in	*in*
con	*with*
di	*of*

Review:

Use the page on the right to invite an imaginary investigator to keep several commitments. Practice asking questions to understand why they do or do not want to. Practice what you would say to follow up on the commitment at the next lesson.

In Order	Verb	Noun
Per *In order to*	**conoscere** *know*	**la verità** *truth*
	trovare *find*	**la fede** *faith*
	sentire *feel*	**il perdono** *forgiveness*
	ricevere *receive*	**l'amore** *love*

Future Verb	Specifier
leggerà *will you read*	**il Libro di Mormon?** *the Book of Mormon?* **questo capitolo?** *this chapter?*
pregherà *will you pray*	**ad alta voce?** *out loud?* **a Dio?** *to God?*
verrà in chiesa *will you come to church*	**con noi?** *with us?* **questa domenica?** *this Sunday?*

When
adesso *right now*
oggi *today*
ieri *yesterday*
domani *tomorrow*
durante la settimana *during the week*
questa domenica *this Sunday*

IOP	Can	Verb	Interrogative?
Mi *To me*	**può** *you (form.) can*	**spiegare** *explain*	**perché no?** *why not?*
Ci *To us*	**potete** *(You all) can*	**dire** *say*	**cosa La trattiene?** *what holds you back?*

When/If	Noun	Verb	Modifier	Commitment
Quando *When*	**Dio** *God*	**risponde** *answers*	**alle sue preghiere** *your prayers*	**si farà battezzare?** *will you get baptized?*
	Lei *you (formal)*	**sente** *feel*	**che è vero** *that it is true*	**obbedirà a Dio?** *will you obey God?*
		sa *know*		**si pentirà dei peccati?** *will you repent of sins?*

You (formal)	Have	Past Participle?
Lei *You*	**ha** *have*	**letto?** *read?* **pregato?** *prayed?*

What	Have	Past Participle?
Cosa *What*	**ha** *you have*	**sentito?** *felt?* **capito?** *understood?*

Usare le Scritture - Use the Scriptures

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Interogatives	
quale	*which (singular)*
quali	*which (plural)*
in che modo	*in what way*
per favore	*please*
cosa	*what*
come	*how*

Adjectives	
reale	*real*
sincero	*sincere*
scritturale	*scriptural*

Comparisons	
così come	*just like*
come	*like*
questo	*this*
ciò	*this (the subject being discussed)*

Nouns	
il passo	*passage*
la scrittura	*scripture*
il Libro di Mormon	*the Book of Mormon*
la Bibbia	*the Bible*
la fede	*faith*
la risposta	*answer*
Moroni	*Moroni*
Nefi	*Nephi*
il dubbio	*doubt*
la domanda	*question*
il sentimento	*feeling*
il capitolo	*chapter*
il versetto	*verse*
il cuore	*heart*
l'intento	*intent*

Verbs	
leggere	*to read*
notare	*to notice*
pensare	*to think*
spiegare	*to explain*
mostrare	*to show*
seguire	*to follow*
cercare	*to search*
significare	*to signify, to mean*
voler dire	*to mean*
applicarsi	*to be applied*

Pronouns	
da	*from*
a	*to*
in	*in*

Practice:

Practice sharing Moroni 10:3-5 with someone. Introduce the scripture, invite them to read it, and tell them what to notice as they read it. Use questions and comparisons to help them apply the scripture to themselves. Practice this same pattern, as outlined in Preach My Gospel p. 180-181, using a different scripture of your own choosing.

To be able	To read	Object	From Book
Possiamo	**leggere**	**una scrittura**	**dal Libro di Mormon?**
Can we	*read*	*a scripture*	*from the Book of Mormon?*
(Lei) può		**un passo scritturale**	**dalla Bibbia?**
Can you		*a scriptural passage*	*from the Bible?*

While	Verb	Command	How	Result
Mentre	**(Lei) legge,**	**noti**		**si sente**
While	*(you) read,*	*notice*		*you feel*
Quando	**leggiamo,**	**pensi a**	**come**	**si applica a Lei**
When	*(we) read,*	*think about*	*how*	*it applies to you*
	lui parla,	**cerchi**		**può sapere la verità**
	(he) speaks,	*look for*		*you can know the truth*

Please	Read	Book	Chapter	From	Verse	to verse
Per favore	**legga**	**Moroni**	**capitolo dieci**	**da**	**versetto tre**	**a cinque.**
Please	*read*	*Moroni*	*chapter 10*	*from*	*verse three*	*to five.*

What	means	Possessive Adj. + Noun?
Cosa	**significa**	**cuore sincero?**
What	*means*	*sincere heart?*
	vuol dire	**intento reale?**
	means	*real intent?*

Subject	Verb	How	Verb	Object
Nefi	**insegna**		**avere**	**la fede**
Nephi	*teaches*		*to have*	*faith*
Moroni	**spiega**	**come**	**ricevere**	**una risposta da Dio**
Moroni	*explains*	*how*	*to receive*	*an answer from God*
Gesù	**mostra**		**seguire**	**il Suo esempio**
Jesus	*shows*		*to follow*	*His example*

How	This	Apply	To	Pronoun?
In che modo	**questo**	**si applica**	**a**	**Lei?**
In what way	*this*	*applies*	*to*	*you?*
Come	**ciò**			**Noi?**
How	*this*			*us?*

Which	To be	Possessive Adj. + Noun?
Quali	**sono**	**i Suoi dubbi?**
Which	*are*	*your doubts?*
		le Sue domande?
		your questions?
		i Suoi sentimenti?
		your feelings?

Just Like	Noun	You	Modal Verb	Verb.
Così come	**Gesù,**	**Lei**	**può**	**obbedire.**
Just like	*Jesus,*	*you*	*can*	*obey.*
	Joseph,		**deve**	**pregare.**
	Joseph,		*must*	*pray.*
				sapere.
				know.

**Note: See VP Book for numbers and books of Scripture*

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Imperfect Verbs		Past Participles	
voleva	*he/she wanted*	**deciso**	*decided*
volevo	*I wanted*	**visitato**	*visited*
fosse	*were*	**risposto**	*responded*
Time Phrases		**communicato**	*communicated*
in quel momento	*in that moment*	**venuto**	*came*
una volta	*one time*	**imparato**	*learned*
di volta in volta	*from time to time*	**sentito**	*felt*
prima	*first/before*	**Helper Verbs**	
poi	*then*	**ho**	*I have*
dopo	*after*	**ha**	*he has/you have*
allora	*then*	**è**	*is*
alla fine	*in the end*		

Review:

Think of your own conversion story. How did you come to know that the Church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can gain a personal testimony.

Grammar Help:

This task uses several complex past tenses. Be patient with yourself and understand that the purpose of these tasks is to help you feel familiar with patterns, not to understand the grammar perfectly at the start. If you wish to understand the tenses more fully, refer to pages 71, 75, 77, 80, 81, and 111 of this book.

Additional Practice:

Practice telling the experience of Joseph Smith as he sought for truth. Memorize several patterns you can use to tell his experience without looking at the book.

Subject	wanted	Verb	if	Imp. Past	Nomitive
Joseph Smith	**voleva**	**sapere**	**se**	**ci fosse**	**una Chiesa vera**
Joseph	*(he) wanted*	*to know*	*if*	*there were*	*a true church*
Io	**volevo**	**scoprire**			**Dio**
I	*(I) wanted*	*to discover*			*God*
					il perdono
					forgiveness

Time	Helper Verb	Past Part.	to	Verb
Prima,	**ha**	**deciso**	**di**	**credere**
First,	*(He)*	*decided*	*to*	*believe*
Poi,	**ho**			**obbedire**
Then,	*(I)*			*obey*
Alla fine,				**chiedere**
In the end,				*ask*

Conjugated Verb	Past Part.	to	Past Participle	Time
Dio	**lo**	**ha**	**visitato/a**	**in quel momento**
God	*him*	*(He)*	*visited*	*in that moment*
Gesù Cristo	**mi**		**risposto/a**	**di volta in volta**
Jesus Christ	*me*		*answered*	*from time to time*
Lo Spirito			**communicato/a**	
The Spirit			*communicated*	

How	H.V.	Come	You	To	Verb
Come	**ha**	**cominciato**	**Lei**	**a**	**credere?**
How	*(you)*	*started*	*you (Formal)*	*to*	*believe?*
Quando					**pregare?**
When					*pray?*
					cercare?
					search?

Pron.	H. Verb	P. Part.	That	God	Discovery
Lui	**ha**	**imparato**	**che**	**Dio**	**ha un corpo**
He	*(he)*	*learned*	*that*	*God*	*has a body*
Io	**ho**	**scoperto**			**e Cristo sono due esseri distinti**
I	*(I)*	*discovered*			*and Christ are two distinct beings*
		sentito			**risponde alla fede**
		felt			*responds to faith*

Essere (to be) - Present Tense

Subject	Conjugated verb "essere"	Noun or Adjective
Noi siamo		**felici**
We are		*happy*

Sì,
Yes,
No,
No,
Chi*
Who
Come*
How
Di dove*
From where

io (non) sono *I am (not)*	**noi (non) siamo** *we are (not)*
tu (non) sei *you (informal) are (not)*	**voi (non) siete** *you all are (not)*
lui/lei/Lei (non) è *he/she/you (formal) is (not)*	**loro (non) sono** *they are (not)*

credente (plural: credenti)
a believer
ateo/a (pl. -i / -e)
atheist
felice (pl. -i)
happy
un/una missionario/a (pl. -i / -e)
a missionary/missionaries
cattolico/a (pl. -i / -e)
catholic
americano/a (pl. -i / -e)
American
italiano/a (pl. -i / -e)
Italian
di Roma
from Rome

?

Lei è credente?
Are you a believer?
Sì, sono credente.
Yes, I am a believer.
No, sono ateo.
No, I am atheist.

Voi siete italiani?
Are you all Italian?
Sì, noi siamo italiani.
Yes, we are Italian.
No, noi non siamo italiani.
No, we are not Italian.

Chi siete (voi)?
Who are you all?
Noi siamo missionari.
We are missionaries.

** In the form of a question using these words the conjugated verb is placed before the subject. "Di dove è Lei?"*

Function: Asking about and expressing a state of being
Context: Describing yourself and getting to know another person

Scenario

You and your companion have just arrived in a new city. The missionaries who were in the area before you left a note in the area book to visit one of the progressing investigators in the area. They loved the previous missionaries and are excited to meet with you as well. You decide to go pay this investigator a visit.

1. Practice: One missionary takes the role of the investigator while his companion takes the role of the missionary. The missionary should talk to the investigator and introduce himself and ask about the family of the investigator. The missionary should then write down key information about the investigator's family background in the investigators section of the Daily Planner.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You arrive in a new city and go to meet the bishop in order to introduce yourself to him and to offer your assistance in any way possible. He is happy to see you and decides to sit and get to know you while you are at his house. You both talk about your family with one another and get to know one another's background.

Avere (to have) - Present Tense

Subject	Conjugated verb "avere"	Noun	Preposition / Prep. Phrase or Infinitive Verb+Obj.
Noi abbiamo *We have*		**un messaggio** *a message*	**sul piano di Dio** *about God's plan*

?

Sì, *Yes,*
No, *No,*
Perché, *Why/Because,*

io (non) ho *I have (not)*	**noi (non) abbiamo** *we have (not)*
tu (non) hai *you have (not)*	**voi (non) avete** *you all have (not)*
lui/lei/Lei (non) ha *he/she/you have (not)*	**loro (non) hanno** *they have (not)*

Noun	Prep. Phrase or Infinitive Verb+Obj.
il desiderio di *the desire to*	**essere battezzato/a (pl.-i / -e)** *to be baptized*
bisogno di *need to*	**pregare** *to pray*
delle domande su come *questions as to how to*	**conoscere Dio** *to know God*
	sapere la verita *to know the truth*
	seguire Dio *to follow God*
un messaggio *a message*	**di gran valore** *of great worth*
una testimonianza *a testimony*	**sul vangelo di Gesù Cristo** *about the Gospel of Jesus Christ*
un libro *a book*	**sul piano di Dio** *about God's plan*
una conoscenza *a knowledge*	**che porta pace** *that brings peace*
	che viene da Dio *that comes from God*

Lei ha delle domande su come pregare?
Do you have any questions as to how to pray?
Sì, ho delle domande su come pregare.
Yes, I have some questions as to how to pray.
No, non ho delle domande su come pregare.
No, I don't have any questions as to how to pray.

Avete una testimonianza sul piano di Dio?
Do you have a testimony about God's plan?
Si, abbiamo una testimonianza sul piano di Dio.
Yes, we have a testimony about God's plan.
Lei ha il desiderio di seguire Dio?
Do you have the desire to follow God?

Function: Asking about and expressing possession and ownership
Context: Establishing expectations and How to Begin Teaching

Scenario

While knocking on doors one day a man comes to the door and invites you to come in his house when you ask permission to enter. He is impressed that you have decided to leave you family to come on a mission and is curious to know about your motives and beliefs. He asks you to tell him about yourselves and your message.

1. Practice: One missionary takes the role of the man while his companion takes the role of the missionary. The missionary should talk to the new investigator and introduce himself and their purpose for the visit and also ask about the investigator and his beliefs.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• As you and your companion are walking on a street a man who has seen you walking around before stops you to ask what you are doing in Italy. When you tell him that you are missionaries he asks you to explain why you decided to leave home and go on a mission.

• As you are sitting on a bus and reading the Liahona during preparation day you notice that the woman who is sitting across from you is looking at the picture on the front cover of your magazine. You feel prompted to tell her about it and to ask if she would be interested in learning more.

Demonstrative Adjectives (this, that, these, those)

	Dem. Adj.	Subject	Conj. Verb "essere"	Adjective or Prep. Phrase or Noun
	Questo *This*	**versetto** *verse*	**è** *is*	**sullo Spirito di Dio.** *about the Spirit of God.*

Sì, *Yes,*
No, *No,*
Perché *Why/Because*
Qual'è *Which is*
Cos'è *What is*
Cosa non è *What is not*
Cosa sono *What are*

	Dem. Adj.	Subject	Conj. Verb "essere"	Adjective or Prep. Phrase or Noun
Singular	**questo*** *this (masculine)*	**versetto** *verse (masculine)*		**la parola (plural: le parole) di Dio** *the word(s) of God*
	quel/quello* *that (m.)*	**libro** *book (m.)*	**(non) è**	**una prova della verità** *a proof of the truth*
	questa* *this (feminine)*	**storia** *story (feminine)*	*is (not)*	**una prova che il vangelo è importante** *a proof that the gospel is important*
	quella* *that (f.)*	**sezione** *section (f.)*		**sullo Spirito di Dio** *about the Spirit of God*
		scrittura *scripture (f.)*		**un testamento di Cristo** *a testament of Christ*
Plural*	**questi** *these (m.)*	**versetti** *verses (m.)*		**un esempio della fede** *an example of faith*
	quei/quegli* *those (m.)*	**insegnamenti** *teachings (m.)*	**(non) sono**	**una spiegazione della preghiera** *an explanation of prayer*
	queste *these (f.)*	**sezioni** *sections (f.)*	*are (not)*	**importante (pl. -i) per me/te/Lei/noi/voi** *important for me/you(inf.)/you(form.)/us/you all*
	quelle *those (f.)*	**scritture** *scriptures (f.)*		**nella Bibbia/nel Libro di Mormon** *in the Bible/ in the Book of Mormon*

?

Perché questa scrittura è importante per noi?
Why is this scripture important for us?
Questa scrittura è importante per voi perché è un esempio della fede.
This scripture is important for you all because it is an example of faith.

Quella storia è nella Bibbia?
Is that story in the Bible?
Si, questa storia è nella Bibbia.
Yes, this story is in the Bible.
No, questa storia non è nella Bibbia.
No, this story is not in the Bible.

** "Quello" and "quegli" come before nouns that begin with a z, or an "impure s" meaning an s followed by a consonant. For nouns beginning with vowels, "quel' " is used in the singular and "quegli" is used in the plural.*

Function: Asking about and describing objects, people, and their characteristics
Context: Sharing a scripture

Scenario

While knocking doors in Biella one afternoon you meet a preacher of a protestant church who lets you into his house. He is curious about your message and impressed with how you follow the Bible. He asks you to tell him how the Book of Mormon compares with the Bible.

1. Practice: One missionary takes the role of the preacher and the other takes the role of the missionary. The missionary should explain to the preacher how the Book of Mormon compares with the Bible and then shares some verses from the Book of Mormon as examples of what the book contains.

2. Re-practice: Switch roles but do not change practice partners and testify of what your companion just taught and continue on with the lesson. The new missionary will now share additional examples from the Book of Mormon to help the preacher feel the importance of the Book of Mormon.

Additional Scenario(s)

• While walking on the street you meet a man who has become frustrated with religion and believes all churches have been corrupted. You begin teaching him the doctrine of the Restoration and he asks you what the Book of Mormon teaches. The missionary will explain what is found in the Book of Mormon and share some scriptures as examples.

Demonstrative Pronouns (this, that, these, those)

	Subject Conj. V. "sapere" che		Dem. Pronoun	Conj. V. "essere"	Noun +Adj. or Noun +Prep. Phrase	
	Io so che *I know that*		**questa** *this*	**è** *is*	**la Chiesa di Gesù Cristo** *the Church of Jesus Christ*	
Sì, *Yes,*						?
No, *No,*	**io (non) so che** *I know (not) that*	Singular	**questo** *this (m.)*		**il modo giusto di pregare** *the right way to pray*	
Come* *How*	**noi (non) sappiamo che** *we know (not) that*		**quello** *that (m.)*	**(non) è** *is (not)*	**un libro che viene da Dio** *a book that comes from God*	
Perché *Why/Because*	**Lei (non) sa che** *you know (not) that*		**questa** *this (f.)*		**la Chiesa di Gesù Cristo** *the Church of Jesus Christ*	
Poiché *Since*	**voi (non) sapete che** *you all know (not) that*		**quella** *that (f.)*		**l'unica chiesa vera** *the only true church*	
		Plural	**questi** *these (m.)*		**veri insegnamenti** *true teachings*	
			quelli *those (m.)*	**(non) sono** *are (not)*	**sentimenti dallo Spirito** *feelings from the Spirit*	
			queste *these (f.)*		**dottrine corrotte** *corrupt doctrines*	
			quelle *those (f.)*		**le parole di Dio** *the words of God*	

Lei sa che questa è l'unica chiesa vera?
Do you know that this is the only true church?
Sì, io so che questa è l'unica chiesa vera.
Yes, I know that this is the only true church.
No, io non so che questa è l'unica chiesa vera.
No, I don't know that this is the only true church.

Come sa Lei che questi sono veri insegnamenti?
How do you know that these are true teachings?
Io so che questi sono veri insegnamenti poiché questo è un libro che viene da Dio.
I know that these are true teachings since this is a book that comes from God.

**Note: When using this word to form a question, the conjugated verb is placed before the subject. (Ex. Come sa Lei che questa è l´unica chiesa vera?)*

Function: Asking about and describing objects, people, and their characteristics
Context: Bearing testimony

Scenario

While standing in line at the supermarket you meet a man who begins to show interest in your message. He begins asking questions and expresses some doubt that anyone can know of absolute truth.

1. Practice: One missionary takes the role of the man waiting in line and the other takes the role of the missionary. The missionary begins bearing testimony that the message and the doctrines therein are true.

2. Re-practice: Switch roles and rotate practice companions. It is the companion's turn to bear testimony as a second witness in order to continue to help the man feel the Spirit and gain interest in the message about God.

Additional Scenario(s)

- You are at the conclusion of a lesson with a lady that let you into her home. You have just taught the message of the restoration. She has committed to read and pray and you are now going to conclude with your testimony of each of the principles taught in the first lesson.

Volere/Dovere (to want/to must) + Infinitive

	Subject Conj. V. "volere" or "dovere"		Infinitive verb	Noun or prepositional phrase	
	Lui vuole *He wants*		**sapere** *to know*	**la verità** *the truth*	?
Sì, *Yes,*	**io (non) voglio** *I want (not)*	**noi (non) vogliamo** *we want (not)*	**sentire** *to feel*	**lo Spirito Santo** *the Holy Ghost*	
No, *No,*	**tu (non) vuoi** *you want (not)*	**voi (non) volete** *you all want (not)*	**conoscere** *to know*	**Dio** *God*	
Cosa* *What*	**lui/lei/Lei (non) vuole** *he/she/you wants (not)*	**loro (non) vogliono** *they want (not)*	**pregare** *to pray*	**con un cuore sincero** *with a sincere heart*	
Quando *When*			**chiedere** *to ask for*	**riguardo a Joseph Smith** *about Joseph Smith*	
Perché *Why/Because*	**io (non) devo** *I must (not)*	**noi (non) dobbiamo** *we must (not)*	**leggere** *to read*	**il Libro di Mormon** *the Book of Mormon*	
Allora, *Well then,*	**tu (non) devi** *you must (not)*	**voi (non) dovete** *you all must (not)*	**studiare** *to study*	**l'opuscolo** *the pamphlet*	
	lui/lei/Lei (non) deve *he/she/you must (not)*	**loro (non) devono** *they must (not)*	**venire** *to come*	**in chiesa** *to church*	
			obbedire *to obey*	**ai commandamenti** *the commandments*	

Perché vuole leggere il Libro di Mormon?
Why do you want to read the Book of Mormon?
Perché voglio sapere riguardo a Joseph Smith.
Because I must know the truth.

Volete sapere la verità?
Do you want to know the truth?
Sì, vogliamo sapere la verità.
Yes, we want to know the truth.
Allora, dovete pregare con un cuore sincero.
Well then, you all must pray with a sincere heart.

*Note: When using this word to form a question, the subject is placed after the verbs. (Ex. Cosa volete leggere voi?)

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching an investigator how to gain a testimony for himself

Scenario

During a lesson with Salvatore, one of your investigators, he begins to tell you what he wants from God to improve his situation. As he shares this, you realize he has not understood what he must do to obtain such blessings. At this point, you begin to share what God wants for him and what he needs to do to obtain it.

1. Practice: One missionary takes the role of Salvatore and the other takes the role of the missionary. Salvatore begins expressing how much he would like to have more of God's help to overcome his personal challenges. The other missionary tells him what he must do to obtain these things. The missionary playing the role of Salvatore listens and then asks questions about what is taught.

2. Re-practice: Missionaries switch roles and rotate companions and re-practice with the missionary playing the role of Salvatore.

Additional Scenario(s)

• After teaching Giancarlo for quite some time, he has still not received an answer about the Book of Mormon. You and your companion have prepared and are now teaching him the process of revelation, including all of the necessary steps that he must take in order to receive a testimony of his own. You ask him questions to discover what his true and deepest desires are so that you can help him understand what he must do in order to receive an answer from God.

Sapere (to know) + Infinitive

	Subject Conj. V. "sapere"		conjunction	independent clause or infinitive verb	
	Lei sa		***(come)**	**comunicare con Dio**	
	You know		**(how)*	*to communicate with God*	
Sì,					?
Yes,	**io (non) so**	**noi (non) sappiamo**		**c'è un profeta vivente**	
No,	*I know (not)*	*we know (not)*		*there is a living prophet*	
No,	**tu (non) sai**	**voi (non) sapete**		**il Libro di Mormon è vero**	
Come	*you know (not*	*you all know (not)*		*the Book of Mormon is true*	
How	**lui/lei/Lei (non) sa**	**loro (non) sanno**	**che**	**Gesù Cristo è il Salvatore**	
Perché	*he/she/you know (not)*	*they know (not)*	*that*	*Jesus Christ is the Savior*	
Why/because			**se**	**Dio ascolta le preghiere**	
Perciò			*if*	*God hears prayers*	
Therefore				**Joseph Smith è un profeta**	
				Joseph Smith is a prophet	
				ottenere una testimonianza	
				to gain a testimony	
			***(come)**	**riconoscere una risposta**	
			**(how)*	*to recognize an answer*	
				comunicare con Dio	
				to communicate with God	

Sa come riconoscere una risposta?
Do you know how to recognize an answer?
Sì, so come riconoscere una risposta.
Yes, I know how to recognize an answer.
No, non so come riconoscere una risposta.
No, I don't know how to recognize an answer.

Sapete che Dio ascolta le preghiere?
Do you all know that God hears prayers?
Sì, sappiamo che Dio ascolta le preghiere.
Yes, we know that God hears prayers.
No, non sappiamo se Dio ascolta le preghiere.
No, we don't know if God hears prayers.

**The word "come" in Italian is optional here and is used principally to show emphasis because the English word "how" is typically implied even without the use of the Italian word "come".*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Bearing testimony and asking questions to check for understanding

Scenario

A member family, the Rossetti family, has invited you to share a the first lesson with their neighbor, Pietro, who is curious about the church. Throughout the lesson, you feel to bear your testimony and invite the Rossetti family to bear theirs as well. Pietro confides that he believes God wants to communicate things to him, but he isn't sure about how to initiate that testimony.

1. Practice: One of the missionaries takes the role of Pietro. and the other takes the role of the missionary. The missionary begins asking Pietro questions about his experience and belief with prayer and explains how to pray. Testify.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• Take the role of a member of the Rossetti family. Share your estimony of the reality of answers to prayer and of the truths of the Restored Gospel.

Potere (to be able to) + Infinitive

Subject	Conj. V. "potere"	Infinitive verb + prepositional phrase or noun	prepositional phrase or adverb
Lei può *You can*		**parlare con Dio** *speak with God*	**oggi.** *today*

Sì, *Yes,*
No, *No,*
Come *How*
Perché *Why/because*

io (non) posso *I can (not)*	**noi (non) possiamo** *we can (not)*
tu (non) puoi *you can (not)*	**voi (non) potete** *you all can (not)*
lui/lei/Lei (non) può *he/she/you can (not)*	**loro (non) possono** *they can (not)*

Infinitive verb + prepositional phrase or noun	prepositional phrase or adverb
tornare a Dio *return to God*	**per mezzo del Vangelo** *by way of the gospel*
parlare con Dio *speak with God*	**con la guida dello Spirito** *with the Spirit's guidance*
ricevere risposte da Dio *receive answers from God*	**tramite il battesimo** *through baptism*
migliorare la vita *improve life*	**grazie all'Espiazione** *thanks to the Atonement*
superare le difficoltà *overcome difficulties*	**da solo/a (pl. -i/e)** *on (one's) own*
sapere la verità *know the truth*	**oggi** *today*
imparare tutto *learn everything*	**mediante Cristo** *through Christ*
capire questo *understand this*	**subito** *right away*

?

Come posso sapere la verità?
How can I know the truth?
Può sapere la verità con la guida dello Spirito.
You can know the truth with the Spirit's guidance

Voi potete migliorare la vita tramite il battesimo.
You all can improve life through baptism.
Come posso tornare a Dio?
How can I return to God?
Può tornare a Dio mediante Cristo.
You can return to God through Christ.

*Note: When using these words to form a question, the conjugated verb is placed before the subject. (Ex. Come può Lei ricevere risposte da Dio?)

Scenario

You are meeting with Leonardo, a referral from missionaries in a different city. You plan to get to know him and his religious background, understand his needs, and teach him about the restoration.

1. Practice: One missionary takes the role of Leonardo and the other takes the role of a missionary. Leonardo explains that he believes in God, but is unsure what to believe about all of the different churches. The missionary uses principles from “How to Begin Teaching” and bears testimony about how Leonardo can know that this is the Church of Jesus Christ.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are teaching Clarissa who is experiencing a lot of difficulty in her life. You and your companion are trying to help her understand how the Atonement can both empower her and allow her to feel the love of God even in the midst of these challenges.

Piacere (to please) + Infinitive

Indirect object	Conj. V. "piacere"	Noun or Infinitive Verb	Adverb
Gli *To him*	**piace** *pleases*	**leggere le scritture** *to read the scriptures*	**tanto.** *a lot.*

?

	Indirect object	Conj. V. "piacere"	Noun or Infinitive Verb	Adverb
			leggere le scritture *to read the scriptures*	
			parlare con Lei/voi	
Sì, *Yes,*	**mi**	**piace**	*to speak with you/you all*	
	to me	*it pleases*	**stare con la famiglia**	**tanto/tantissimo***
No, non	**ti**		*to be (location) with the family*	*a lot/very much*
No, not	*to you*		**andare in chiesa**	**poco/pochissimo**
Quanto	**gli/le/Le**		*to go to church*	*not much/very little*
How much	*to him/to her/to you (formal)*		**essere in Italia**	**di più**
	ci	*verbs*	*to be in Italy*	*more*
	to us	*nouns*	**questa/quella scrittura**	**di meno**
	vi		*this/that scripture*	*less*
	to you all	**piace**	**quest'inno/quell'inno**	**anche**
	gli	*it pleases*	*this hymn/that hymn*	*also*
	to them	**piacciono**	**questi versetti**	
		they please	*these verses*	
			le sue domande *your/her/his questions*	

Mi piacciono le sue domande.
I like your questions.
Le piace questo versetto?
Do you like this verse?
Sì, mi piace questo versetto tantissimo.
Yes, I like this verse very much.

Quanto vi piace essere in Italia?
How much do you like being in Italy?
Ci piace tanto essere in Italia.
We like being in Italy a lot.
Ci piace di più parlare con Lei.
We like speaking with you more.

**Note: In Italian there are different ways to say how much you like or love something. To love God or to love someone in a romantic way, the verb 'amare' is used. To love friends and family the verb phrase 'volere bene a' is used. To love objects, like the Book of Mormon, the verb 'adorare' is used.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Discussing personal interests about the gospel

Scenario

A member, Daniele, has invited you over for dinner so that you can meet one of his friends who is not a member. He tells you that the man's name is Michele and that he is Catholic, but not practicing. You decide to find out about his family and about the things that they like to do together and discuss appropriately with Michele before dinner how the Gospel blesses families. You also decide to invite him to learn more about your message.

1. Practice: Working in pairs, with one taking the role of Michele and the other the missionary, discuss how the gospel blesses families using the grammar and vocabulary just learned plus any other vocabulary you may already know. Following the practice, switch roles and rotate partners and do the activity a second time.

2. Re-practice: You decide to write a "thank you" note to Daniele for making dinner. Each missionary should write a note to Daniele. Make sure that to tell him what you liked about the dinner and the conversation with Michele. Trade notes with your companion and correct each other's language.

Additional Scenario(s)

• You are at a baptismal service for one of your investigators who is being baptized and, following the service, you have an opportunity to speak with your investigator's brother and his wife. They have been touched by the Spirit with what they have seen and have questions about families. Taking appropriate roles with another missionary, discuss their interests, connect it to your message on families, testify, and invite.

Receptive Skill: Listening
Productive Skill: Speaking, Writing

Fare (to make/to do) - Present Tense

Subject	Negative	Conj. V. "fare"	Noun	Prepositional phrase
Noi *We*	**non** *don't*	**facciamo** *do*	**compere** *shopping*	**di domenica** *on Sunday*

	Subject	Conj. V. "fare" (singular)	Conj. V. "fare" (plural)	Noun	Prepositional phrase
Sì, *Yes,*	**noi** *we*	**io (non) faccio** *I make/do (not)*	**noi (non) facciamo** *we make/do (not)*	**alcune visite** *some visits*	**di domenica** *on Sunday*
No, *No,*	**voi** *you all*	**tu (non) fai** *you make/do (not)*	**voi (non) fate** *you all make/do (not)*	**delle lezioni** *some lessons*	**durante la settimana** *during the week*
***Cosa** **What*	**il vescovo** *the bishop*	**lui/lei/Lei (non) fa** *he/she/you makes/does (not)*	**loro (non) fanno** *they make/do (not)*	**discorsi** *talks*	**in chiesa** *at church*
Anche se *Even if*	**i membri della Chiesa** *the members of the Church*			**sport** *sports*	**per il rispetto di Dio** *out of respect for God*
	le persone del mondo *the people of the world*			**compere** *shopping*	**per onorare Gesù** *to honor Jesus*
				il servizio *service*	**per l'obbedienza** *out of obedience*
				la genealogia *genealogy*	
				la spesa *grocery shopping*	

Cosa fate di domenica?
What do you all do on Sunday?
Noi facciamo delle lezioni in chiesa.
We do lessons in church.

Lei fa compere di domenica?
Do you do shopping on Sunday?
No, io faccio compere durante la settimana.
No, I do shopping during the week.
No, io non faccio compere di domenica per il rispetto di Dio.
No, I don't do shopping on Sunday out of respect for God.

** Note: When using these words to form a question, the subject is often found at the end of the sentence after the conjugated verb and the direct object. (Ex. Cosa fa il vescovo in chiesa?)*

Scenario

While teaching one of your investigators, Amadeo, he asks you what is meant by “keeping the sabbath day holy.” He is also curious about the church: what happens during church meetings, and how the church leadership and members are involved with each other throughout the rest of the week.

1. **Practice:** One missionary takes the role of Amedeo and the other takes the role of the missionary. As Amedeo, ask questions about appropriate Sunday activities. As a missionary, answer his questions and explain what happens during church meetings.

2. **Re-practice:** Switch roles and practice companions and repeat the activity.

Additional Scenario(s)

• When contacting people on the street you meet a less active member who has not been to church in a long time. During this moment, you and your companion feel impressed to explain the importance of keeping the Sabbath day holy and the blessing it brings and to invite this person to come to church the following Sunday.

Andare (to go) - Present Tense

	Subject		Conj. V. "andare"		Prepositional phrase
	Noi *We*		**andiamo** *go*		**nel mondo degli spiriti** *in the spirit world*
Sì, *Yes,*	**i nostri spiriti** *our spirits*	**(non)** *(not)*	**io (non) vado** *I go (not)*	**noi (non) andiamo** *we go (not)*	**sottoterra** *underground*
No, *No,*	**i nostri corpi** *our bodies*		**tu (non) vai** *you go (not)*	**voi (non) andate** *you all go (not)*	**al mondo degli spiriti** *to the spirit world*
Dove* *Where*	**le persone buone** *good people*		**lei (non) va** *he/she/you goes (not)*	**loro (non) vanno** *they go (not)*	**a Dio** *to God*
Poi *Then*	**le persone malvage** *wicked people*				**ad essere giudicati** *to be judged*
Chi *Who*	**quelli che (non) seguono Cristo** *those who (do not) follow Christ*				**alla risurrezione** *to the resurrection*
Dopo *Afterwards*					**al regno celeste** *to the celestion kingdom*
Perché *Why/Because*					**al regno terrestre** *to the terrestrial kingdom*
					al regno teleste *to telestial kingdom*
					dopo la morte *after death*
					?

Dove vanno i nostri spiriti dopo la morte?
Where do our spirits go after death?
I nostri spiriti vanno al mondo degli spiriti.
Our spirits go to the spirit world.

Dove vanno le persone buone?
Where do good people go?
Le persone buone vanno a Dio.
Good people go to God.
Dove vado dopo la morte?
Where do I go after death?

** Note: When using these words to form a question, the subject is often found at the end of the sentence after the conjugated verb and the direct and indirect objects. (Ex. Dove vanno i nostri spiriti?)*

Scenario

You and your companion are teaching Nicola, who has many questions about life after death. After having studied and prepared, you and your companion are now in a second lesson with him teaching about the plan that God has for His children.

1. Practice: Teach Nicola where we go after this mortal experience. Remember to ask questions, testify, and invite him to act on what he is taught.

2. Re-practice: Rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You and your companion are teaching the Orilio family about the Plan of Salvation. The mother's father recently passed away. He was loved by the whole family. Using the information from this board display and previous board displays, teach them about this plan tailoring it to their needs and understanding.

Receptive Skill: Listening
Productive Skill: Speaking, Writing

Venire (to come) - Present Tense

	Subject		Conj. V. "venire"		Prepositional phrase	
	Loro *They*		**vengono** *are coming*		**al prossimo incontro.** *to the next meeting.*	
Sì, *Yes,* **No,** *No,* **Va bene se** *Is it ok if*	**altri due membri** *two other members*	**(non)** *(not)*	**io (non) vengo** *I come/am coming (not)*	**noi (non) veniamo** *we come/are coming (not)*	**all'appuntamento** *to the appointment*	?
	il vescovo *the bishop*		**tu (non) vieni** *you come/are coming (not)*	**voi (non) venite** *you all come/are coming (not)*	**in chiesa questa domenica** *to church this Sunday*	
	la presidentessa della Società di Soccorso *the Relief Society President*		**lei (non) viene** *he/she/you comes/is coming (not)*	**loro (non) vengono** *they come/are coming (not)*	**a casa Sua** *to your (formal) house*	
	un membro della Chiesa *a member of the Church*				**alla serata familiare** *to family home evening*	
					al battesimo *to the baptism*	
					all'attività di rione *to the ward activity*	
					alla scuola domenicale *to Sunday school*	
					al prossimo incontro *to the next meeting*	

Va bene se un membro della Chiesa viene al prossimo incontro?
Is it ok if a member of the Church comes to the next meeting?
Sì, va bene se un membro della Chiesa viene al prossimo incontro.
Yes, it's ok if a member of the Church comes to the next meeting.
No, non va bene se un membro della Chiesa viene alla prossima lezione.
No, it's not ok if a member of the Church comes to the next lesson.

Lei viene in chiesa questa domenica?
Are you coming to church this Sunday?
Sì, io vengo in chiesa questa domenica.
Yes, I am coming to church this Sunday.
No, non vengo in chiesa questa domenica.
No, I am not coming to church this Sunday.

Scenario

One day in Ancona, you and your companion meet and begin teaching a man named Vittorio. He feels a great deal of love from you and your companion and he feels something special when he is with you. Vittorio does not know any members. You and your companion want to help him build some relationships with the members of the Church and with the bishop.

1. Practice: Pair up with someone who is not your usual practice companion. Using any other grammar and vocabulary learned up to this point, one missionary will take the role of Vittorio while the other takes the role of the missionary. You ask Vittorio if it would be okay to bring members to his house for the following visit and tell him who you plan to invite, what they will do and how that will help.

2. Re-practice: Rotate practice companions for this part of the practice activity.

Additional Scenario(s)

• You are helping a couple understand the importance of coming closer to Christ and how the fellowship of other members can help in this process. Inform them about who will come to see them as a support, who will be in church on Sunday, and how this process will help them in answering their questions.

Time and Date

	Subject + Conj. V.	Prepositional phrase	Number or day	Prepositional phrase or date	
	Ci incontriamo *We meet each other*	**alle** *at*	**nove (9:00)** *nine*	**di mattina.** *in the morning.*	?
Sì, *Yes,*	**le riunioni (non) iniziano** *church meetings start (not)*	**alle*** *at*	**nove –** *9:00*	**di mattina** *in the morning*	
No, (non) *No, (not)*	**possiamo passare** *may we come by*	**fino alle** *until*	**otto e mezzo –** *8:30*	**di pomeriggio** *in the afternoon*	
A che ora *At what time*	**sarà qui** *will you be here*		**undici e un quarto –** *11:15*	**di sera** *in the evening*	
Quando *When*	**sarò qui** *I will be here*		**tre meno un quarto –** *2:45*	**di notte** *in the late night*	
Ok, *Ok,*	**saremo lì** *we will be there*		**una –** *1:00*	**il primo ottobre** *October 1st*	
	ci incontriamo *we meet each other*		**sette e quarantacinque –** *7:45*	**il seidici febbraio** *February 16th*	
	si battezzerà *will you be baptized*		**dodici –** *12:00*	**il cinque dicembre** *December 5th*	
	abbiamo un'appuntamento *we have an appointment*		**lunedì –** *Monday*	**il venticinque aprile** *April 25th*	
			martedì – *Tuesday*	**l'otto settembre** *September 8th*	
			mercoledì – *Wednesday*		
			giovedì – *Thursday*		
			venerdì – *Friday*		
			sabato – *Saturday*		
			domenica – *Sunday*		
			di domenica – *on Sundays*		
			oggi – *today*		
			domani – *tomorrow*		

A che ora possiamo passare?
At what time may we come by?
Sarò qui alle undici di mattina.
I will be here at 11 in the morning.
Ok, ci incontriamo alle undici a casa sua.
Ok, we will meet each other at eleven at your house.

Quando sarà qui?
When will you be here?
Sarò qui venerdì il cinque dicembre.
I will be here Friday December 5th.

A che ora ci incontriamo?
What time will we meet each other?
Ci incontriamo alle undici e un quarto.
We will meet each other at 11:15.

**Note that when telling the time during the one o'clock hour the word "alle" combines with the word "una". (Ex. alle una becomes all'una.)*

Function: Asking and answering questions of time, date, and location
Context: Inviting to attend church and setting appointments

Scenario

While walking down a street in Ragusa, you and your companion pass a woman named Paola sitting down on some steps. You almost kept going but then feel a need to go back. Both you and your companion feel like you need to talk to her. After explaining who you are and talking to her about a living prophet, she seems really interested but is in a hurry to run to work.

1. Practice: One of you will play the role of Paola while the other will play the role of the missionary. The missionary should talk with Paola about her schedule for the upcoming week so that he can set an appointment to come visit her and teach her more. Be sure to ask for all necessary information and set a time to meet that works best. Write these plans in your Daily Planner.

2. Re-practice: Switch roles then rotate practice companions and continue the practice activity. Paola was not able to make the first appointment and because her phone didn't work very well you go more than two weeks without reaching her. You are finally able to reach her and she expresses a desire to hear more. Set another appointment with Paola and record these plans in your Daily Planner.

Additional Scenario(s)

• You are knocking doors in a new area of Roma when a woman answers the door. Because there is not another responsible male present and because she lives alone you cannot enter to teach her but she expresses a sincere desire to learn more about your message. After explaining the missionary rules to her you decide to set an appointment when the sister missionaries can come by to meet with and begin teaching her (or vis-versa if you are a sister).

Present Tense

	Subject		Indirect object	Conj. Verb			Prepositional phrase or noun	
	Il piano di salvezza		**ci**	**offre**			**speranza e pace**	?
	The Plan of Salvation		*(to) us*	*offers*			*hope and peace*	
Sì,								
Yes,	**il piano di salvezza**	**(non)**	**le**	ARE:			**ad avere gioia**	
No,	*The Plan of Salvation*	*(not)*	*to her/you*	**porta~~re~~**	**-o**	**-iamo**	*to have joy*	
No,	**nostro Padre Celeste**		**gli**	*to bring*	**-i**	**-ate**	**in questa vita**	
Perché	*our Heavenly Father*		*to him/them*	**aiuta~~re~~**	**-a**	**-ano**	*in this life*	
Why/Because	**Satana**		**mi**	*to help*			**con i problemi**	
In che modo	*Satan*		*(to) me*				*with problems*	
In what way	**Il nostro messaggio**		**ci**	ERE:	**-o**	**-iamo**	**la conoscenza**	
Che cosa*	*Our message*		*(to) us*	**promette~~re~~**	**-i**	**-ete**	*knowledge*	
What	**le prove**		**vi**	*to promise*	**-e**	**-ono**	**il perdono**	
	trials		*(to) you all*				*forgiveness*	
	le decisioni giuste		**la**				**speranza e pace**	
	good decisions		*her/you/it*	IRE:	**-o**	**-iamo**	*hope and peace*	
	l'Espiazione		**lo**	**offri~~re~~**	**-i**	**-ite**	**tristezza e dolore**	
	the Atonement		*him/it*	*to offer*	**-e**	**-ono**	*sorrow and pain*	
	il peccato							
	Sin							

Il nostro messaggio vi porta speranza e pace
Our message brings to you all hope and peace.
Le decisioni giuste la aiutano in questa vita.
Good decisions help you in this life.

Nostro Padre Celeste ci aiuta ad avere gioia?
Does our Heavenly Father help us have joy?
Sì, nostro Padre Celeste ci aiuta ad avere gioia.
Yes, our Heavenly Father helps us have joy.
Satana non ci aiuta ad avere gioia.
Satan doesn't help us have joy.

** Note: When using these words to form a question, the subject is often found at the end of the sentence after the conjugated verb and the indirect object. (Ex. Che cosa ci offre il piano di salvezza?)*

Scenario

While knocking doors in Bari you meet a family whose son just passed away. You feel and show an immediate love and concern for them and ask if there is anything that you can do to help them. They invite you inside and after helping them clean up and move some things you ask if you can sing a song for them to bring them comfort. You do so and they feel an overwhelming sense of love and they ask you what your church believes about death. After giving a very brief introduction to the Plan of Salvation and promising that they can find peace and happiness, you set an appointment to return and teach the Plan of Salvation in more detail.

1. Practice: One missionary will play the role of the family while the other will play the part of a missionary. Although this practice will foster the use of the grammar and vocabulary just learned, feel free to use any and all grammar and vocabulary you have learned up to this point. Teach about the Plan of Salvation and the blessings that this knowledge has brought you and answer any questions that the family may have for you.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• The Carnevale family is going through some struggles and has been thinking a lot about the purpose of this life. Teach them about the Plan of Salvation and the answers that it offers us. Help them find answers to their questions and bear your testimony of these principles.

Reflexive Verbs (Present Tense)

Subject + reflexive pronoun	Conj. V	Infinitive verb (+ prepositional phrase or noun)
Noi ci *We (ourselves)*	**prepariamo** *are preparing*	**ad essere battezzati.** *to be baptized.*

Sì, *Yes,*	**io (non) mi*** *I myself (not)*	**noi (non) ci*** *we ourselves (not)*	**prepar~~arsi~~ a** *to prepare (oneself)*	**venire in chiesa** *to come to church*
No, *No,*	**tu (non) ti*** *you yourself (not)*	**voi (non) vi*** *you yourself (not)*	**impegn~~arsi~~ a** *to commit (oneself)*	**osservare tutti i comandamenti** *to keep all the commandments*
Perché *Because/Why*	**lui /lei/Lei (non) si*** *he himself/she herself/ you yourself (not)*	**loro (non) si*** *they themselves (not)*	**ricord~~arsi~~ di** *to remember (oneself)*	**per essere battezzato/a (pl. -i/-e)** *to be baptized*
Chi *Who*			**dimentic~~arsi~~ di** *to forget (oneself)*	**seguire il profeta** *to follow the prophet*
	il nostro simpatizzante *our investigator*	**(non) si** *himself (not)*	**sent~~irsi~~ di** *to feel (oneself)*	**leggere e pregare sul profeta** *to read and to pray about the prophet*
	fratello e sorella Palumbo *Brother and Sister Palumbo*	**(non) si** *themselves (not)*	**sforz~~arsi~~ a** *to strive (oneself)*	**osservare la legge della Decima** *to keep the Law of Tithing*
	i missionari *the missionaries*	**(non) si** *themselves (not)*		**obbedire la Legge di Castità** *to obey the Law of Chastity*
	i membri della Chiesa *the members of the Church*	**(non) si** *themselves (not)*		**osservare la Parola di Saggezza** *to keep the Word of Wisdom*

\+

-o	**-iamo**
-i	**-ate**
-a	**-ano**

?

Perché vi sforzate a osservare tutti i comandamenti?
Why do you all strive to keep all the commandments?
Perché ci impegnamo a seguire il profeta.
Because we commit ourselves to follow the prophet.

Loro si preparano ad essere battezzati?
Are they preparing to be baptized?
Sì, si preparano ad essere battezzati.
Yes, they are preparing to be baptized
No, non si preparano ad essere battezzati.
No, they are not preparing to be baptized.

**Note that the subject and the pronoun always refer to the same person with reflexive verbs. Thus, you will never say “si alziamo” because the subject and pronoun do not match. You will always say “si alza” or “si alzano” depending on who you are referring to.*

Scenario

Your progressing investigator, Antonio, is preparing for baptism and you want to prepare him for the baptismal interview. Visit with him for a few minutes and find out how willing and ready he is to make the necessary commitments to become an active member of the Church.

1. Practice: Missionaries pair up with someone who is not their regular companion. Using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, work through the scenario described above and help your investigator prepare and keep commitments.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You and your companion are visiting a former investigator, Luca, for the first time after finding his information in the area book. It seems Luca has heard all of the lessons, but the last missionaries who taught him couldn't keep seeing him because he wasn't keeping commitments or progressing towards Christ. Luca has had some hard experiences and wants to meet with the missionaries again. He is now ready to change his life. Practice asking Luca what his new resolutions are.

Direct Object Pronouns

	Subject	Direct Object Pronoun	Conj. Verb		Prepositional phrase		
	Dio *God*	**li** *them*	**manda** *sends*		**per** *to*	**guidarci.** *guide us.*	
Sì, *Yes,* **No,** *No,* **Perché** *Why/Because*	**Dio (non)** *God (not)* **il profeta (non)** *the prophet (not)* **i profeti (non)** *the prophets (not)*	**lo** *it (m)* **li** *them (m)* **la** *it (f)* **le** *them (f)*	**chiama** *he/she/you calls* **insegna** *he/she/you teaches* **insegnano** *they teach* **manda** *he/she/you sends* **riporta** *he/she/you brings back*	**il vangelo puro (m)** *the pure gospel* **il Libro di Mormon (m)** *the Book of Mormon* **i profeti (m)** *the prophets* **la Bibbia (f)** *the Bible* **la Chiesa (f)** *the Church* **le dottrine vere (f)** *the true doctrines*	**per** *to*	**guidarci** *to guide us* **aiutarci** *to help us* **testimoniare di Gesù Cristo** *to testify of Jesus Christ* **aiutarci a trovare risposte** *to help us find answers* **chiarire le confusioni** *to clarify confusion* **toglierci il libero arbitrio** *to take away our free agency* **condannarci** *to condemn us*	?

Perché Dio chiama i profeti?
Why does God call prophets?
Dio li chiama per guidarci.
God calls them to lead us.

Il profeta insegna le dottrine vere?
Does the prophet teach the true doctrines?
Sì, il profeta le insegna per guidarci.
Yes, the prophet teaches them to guide us.
Il profeta non le insegna per toglierci il libero arbitrio.
The prophet does not teach them to take away our free agency.

Note: to avoid constant repetition, the direct object (ex. le scritture) may be replaced by the corresponding direct object pronoun (ex. le). In this case, the direct object pronoun immediately precedes the verb rather than following it. (Ex.Il profeta insegna le scritture becomes Il profeta le insegna.)

Scenario

You are teaching Budi, a man who works in a restaurant in Como. He grew up in a Buddhist family and does not know anything about prophets but he feels something deep inside of him when you talk and he wants to know what your message is. Because he has no Christian background, you decide to spend a lot of time talking very simply about who prophets are and why they are important.

1. Practice: One missionary will play the role of Budi while the other plays the role of a missionary. Using this grammar principle along with any necessary vocabulary, help Budi come to an understanding of prophets and their importance to God's children. Check for Budi's understanding so that you are sure that he knows all of the key points to the doctrine of prophets. Missionaries should do this activity with someone other than their assigned companion.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are teaching Donatello, a man of another faith who does not accept the Book of Mormon as scripture. He is genuinely interested in your message, however, so you and your companion feel that it will be most helpful to teach him who prophets are, what their purpose is and how the relate to the Bible and the Book of Mormon. In this way you help Donatello understand what the Book of Mormon really is and why it is necessary and important.

Combined Object Pronouns

Subject	Indirect Object Pronoun	Direct object pronoun	Conjugated Verb	Prepositional phrase
Dio	**ce**	**lo**	**dà**	**come un'aiuto nella vita.**
God	*to us*	*it*	*gives*	*as a help in life.*

	Subject	Indirect Object Pronoun	Direct object pronoun	Conjugated Verb		Prepositional phrase
Sì,	**Dio (non)**	**mi**	**dà**	**il Libro di Mormon (lo) ***	**come**	**un'aiuto nella vita** ?
Yes,	*God (not)*	*to me*	*he/she/you gives*	*the book of Mormon (it)*	*as*	*a help in life*
No,	**Gesù Cristo (non)**	**ti**	**manda**	**lo Spirito (lo)***		**testimone(i) della verità**
No,	*Jesus Christ (not)*	*to you*	*he/she/you sends*	*the Spirit (it)*		*a witness(es) of the truth*
Perché		**ci**		**la debolezza (la) ***	**per**	**guidare la gente**
Why/Because		*to us*		*the weakness (it)*	*in order*	*to guide people*
Come mai		**vi**		**i profeti (li) ***		**comunicare con noi**
Why		*to you all*		*the prophets (them)*		*to communicate with us*
		le		**le risposte (le) ***		**mostrare amore**
		to her/you		*the answers (them)*		*to show love*
		gli				**sostenere la fede**
		to him /them				*to support faith*
			me *lo/a (pl. li/le)	**dà**		**insegnarci**
			to me it (them)	*he/she/you gives*		*to teach us*
			te *lo/a (pl. li/le)	**manda**		**condannarci**
			to you it (them)	*he/she/you sends*		*to condemn us*
			ce *lo/a (pl. li/le)			**scontare la Bibbia**
			to us it (them)			*to discount the Bible*
			ve *lo/a (pl. li/le)			
			to you all it (them)			
			glielo/a (pl. li/le)*			
			to him/her/you/them it (them)			

Come mai Dio gli dà le debolezze?
Why does God give them weaknesses?
Dio gliele dà per sostenere la fede.
God gives them to them to support faith.

Perché Gesù Cristo ci dà i profeti?
Why does Jesus Christ give us prophets?
Gesù Cristo ce li dà per insegnarci.
Jesus Christ gives them to us to teach us.
Gesù Cristo ce li dà per comunicare con noi.
Jesus Christ gives them to us to communicate with us.

***An alternate way of expressing the indirect object "them" is to use the word "loro" instead of the pronoun "gli." In this method the word "loro" always immediately follows the verb, whether it is used with a standard direct object or a direct object pronoun. Ex. "Dio da loro le debolezze" OR "Dio le da loro."*

Scenario

You recently met the Bellofatto family and they have listened briefly to your message yet still have doubts as to why the message of the Book of Mormon could be important in their lives. They are honest seekers of truth but are simply having difficulties understanding the relevance of your message.

1. Practice: Using the vocabulary above, as well as all other additional vocabulary, teach the Bellofatto family exactly why the message of the Book of Mormon is so relevant to them. One of you will play the part of the Bellofatto family while the other will play the role of the missionary. Answer the investigators' questions and help them really understand the importance of the message in the Book of Mormon.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

3. Evaluation: Take some time to write out your personal explanation of the message of the Book of Mormon and its importance to you on a sheet of paper that can be attached to the copy of the Book of Mormon that you are giving to the Bellofatto family. Bear your testimony of how it has blessed your life.

Additional Scenario(s)

• Your investigator, Umberto, is confused about the origin of the Book of Mormon, and is hesitant to use it along with the Bible. Help him understand where this book of scripture came from and why it can be of spiritual worth to him.

Partitive and Location Pronouns - ne (of it/them) and ci (to/in it)

			Conj. V.	Prepositional phrase or adverb		
			Avete *You all have*	**degli opuscoli?** *some pamphlets*		
Quanti opuscoli *How many pamphlets*	**(non)** *not*	**ne*** *of it/them*	**parlare** *to speak*	**di Gesù Cristo** *of Jesus Christ*		?
			avere *to have*	**degli opuscoli** *some pamphlets*		
			volere *to want*	**alcuni** *some*		
				abbastanza *enough*		
				tanto/a (pl. -i/-e) *a lot/many*		
Come missionari *As missionaries*	**(non)** *not*	**ci∆** *to/in it*	**andare** *to go*	**in chiesa** *to church*	**sempre** *always*	
			pensare a *to think about*	**a Milano/Roma** *to Milan*	**spesso** *often*	
			credere in *to believe in*	**Dio** *God*	**tanto** *a lot*	
				l'esempio di Gesù *the example of Jesus*	**tutti i giorni** *every day*	

** The partitve pronoun ne replaces the object and is placed immediately before the verb. (Ex. "degli opuscoli" is replaced by the pronoun "ne", therefore the question "avete degli opuscoli" could be answered by responding "ne abbiamo alcuni" to avoid unnecessary repetition.) Note also that the pronoun "ne" always replaces objects that use the preposition "di."*

∆The location pronoun "ci" replaces the object and is placed immediately before the verb. (Ex. "a Milano" is replaced by the pronoun "ci", therefore the question "andate a Milano spesso" could be answered by responding "ci andiamo spesso" to avoid unnecessary repetition.) Note also that the pronoun "ci" always replaces objects that use the preposition "a" or "in."

Credete in Dio?
Do you all believe in God?
Sì, ci crediamo.
Yes, we believe in it/Him.
No, non ci crediamo.
No, we don't believe in it/Him.

Parlate di Gesù Cristo?
Do you all speak of Jesus Christ?
Sì, ne parliamo tanto.
Yes, we talk about Him a lot.

Andate in chiesa spesso?
Do you all go to church often?
Sì, ci andiamo spesso.
Yes, we go there often.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Describing and answering questions about missionary life

Scenario

As you and your companion go to pick up your suit from the dry cleaners you begin talking to Agostino, the tailor. He tells you that he has seen so many missionaries and fixed so many of their suits but he is unsure as to what it is you actually do. He asks what life is like for a typical missionary and what some of your beliefs are.

1. Practice: One missionary takes the role of Agostino while the other takes the role of the missionary. Agostino begins asking simple questions about what he thinks you do and about you motives and beliefs. The missionary should tell Agostino what they do as missionaries and should answer his questions relating the answer to a principle of the Gospel. Begin to explain simply what your purpose is as missionaries and bear your testimony of it.

2. Re-practice: Switch roles but stay with the same practice companion. The second missionary should start by bearing his testimony of the things which his companion stated and should answer any other questions that Agostino might have. Offer him a pamphlet that best fits his needs – read a portion of it to him and bear your testimony of it. Then write your names and the address of the Church on the back of the pamphlet and leave it with him with an invite to act on what he felt in some way.

Additional Scenario(s)

• As you are knocking doors in Palermo a man across the street starts to talk to you from his window. He is wondering who you are and what you are doing. He tells you that he always sees your colleagues knocking on doors and such but he has never figured out what you do. You and your companion begin to explain to him what you do as missionaries.

Converstational Past - Avere (to have) Verbs

	Subject		Conj. helping verb		Verb as a past participle			Noun or Prepositional Phrase
	Gesù Cristo		**ha**		**insegnato**			**il Vangelo.**
	Jesus Christ		*has*		*taught*			*the Gospel.*

?

Sì,	**io**	**(non)**	**ho**	**abbiamo**	**insegn~~are~~**			**il Vangelo**
Yes,	*I*	*(not)*	*I have*	*we have*	*taught*			*the Gospel*
No,	**noi**		**hai**	**avete**	**espi~~are~~**	**+**	**-ato**	**i nostri peccati**
No,	*We*		*you have*	*you all have*	*atoned for*			*our sins*
Cosa*	**Dio**		**ha**	**hanno**	**chiam~~are~~**			**il Sacerdozio**
What	*God*		*he/she/you has*	*they have*	*called*			*the Priesthood*
A chi*	**Gesù Cristo**				**rigett~~are~~**			**le parole di Dio**
To whom	*Jesus Christ*				*rejected*			*the words of God*
Chi*	**Gli Apostoli**				**ricev~~ere~~**			**(a) la Sua Chiesa**
Who	*The Apostles*				*received*			*(to) His Church*
	le persone malvagie				**manten~~ere~~**	**+**	**-uto**	**i Suoi comandamenti**
	Wicked people				*maintained*			*His commandments*
					av~~ere~~			**tante parabole**
					had			*many parables*
					guar~~ire~~			**(a) gli ammalati**
					healed			*(to) the sick*
					stabil~~ire~~	**+**	**-ito**	**successo**
					established			*success*
								degli apostoli
								apostles

Gesù Cristo ha chiamato degli apostoli?
Did Jesus Christ call apostles?
Sì, Gesù Cristo ha chiamato degli apostoli.
Yes, Jesus Christ called apostles.
No, Gesù Cristo non ha chiamato degli apostoli.
No, Jesus Christ didn't call apostles.

Chi ha rigettato Gesù Cristo?
Who rejected Jesus Christ?
Le persone malvagie hanno rigettato Gesù Cristo.
The wicked people rejected Jesus Christ.

** Note: When using these words to form a question, the subject is often found at the end of the sentence after the conjugated verb and the direct and indirect objects. (Ex. Cosa ha insegnato Gesù Cristo?)*

Function: Asking about and describing actions and events
Context: Teaching about the earthly ministry of Christ

Scenario

You are serving in Castellammare di Stabia when you meet a man who is atheist and does not believe in Jesus Christ. He was raised this way most of his life and so he never learned much about Christ or His importance or even the things that He did here on the earth. He wants to learn about Jesus Christ because he is curious about who He is and what He did and so he invites you to come over to his house.

1. Practice: Feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity. One missionary will play the role of the investigator while the other will play the part of the missionary. Teach simply about the life and mission of Christ and be prepared to answer any questions so that your investigator can come to his own knowledge about Jesus Christ.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are invited to eat with the D'Appuzzo family in order to answer some questions that their friend, Alessio, began asking. When you arrive, Alessio begins to ask why Christ would have established so many churches and why all Christian churches today teach different things about Christ. Answer his questions and help him understand more about the earthly ministry of Jesus Christ.

Conceptual Practice – essere and avere in the conversational past

Practice deciding, in English, whether you would use *essere* or *avere* as helping verbs when you translate the past-tense sentences below into Italian. All actions which can take place in, on, or around the "house of *essere*," shown below, require the verb *essere* as a helping verb. Most other verbs require *avere*. Note that the verbs that use *essere* are intransitive verbs, which means that the person doing the action always directly receives the effects of the action being performed.

- We left the house at 9 o'clock.
- We ate dinner with the Bolognesi family.
- Jesus Christ created this beautiful earth for us.
- He gave us our agency.
- You came to this earth to be tested.
- They went with the new members to the activity.
- The angel Moroni descended in a pillar of light.
- We went out to eat with the Abbate family.
- These people were born in Sorrento.
- We went up to the fourth floor to visit Alberto.
- She washed the dishes without any help.
- Peter, James, and John restored the priesthood.
- My grandfather died about 25 years ago.
- Before his mission he had a serious accident.
- Joseph Smith translated the plates into English.
- Francesco stopped smoking in one week.
- He studied the Book of Mormon carefully.
- The Lamanites destroyed the Nephites.
- Martin Harris lost the 116 page manuscript.
- The prophet spoke at General Conference.
- The missionary fell from the bike.
- We went down to the store for groceries.
- I did my personal study at 8:00 a.m.
- Joseph organized the Church in April 1830.
- They stayed home because of the cold.
- We entered into the temple at 6:00 p.m.

restare *to stay/remain*

risalire* *to go back up*

discendere* *to descend*

salire* *to go up*

cadere *to fall*

scendere* *to go down*

nascere *to be born*

morire *to die*

venire *to come*

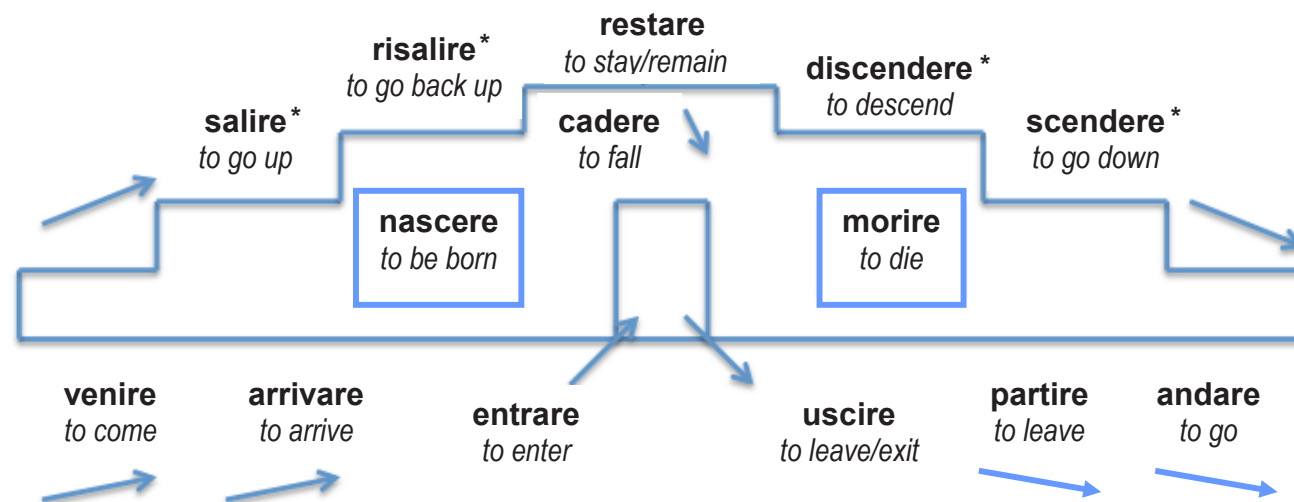
arrivare *to arrive*

entrare *to enter*

uscire *to leave/exit*

partire *to leave*

andare *to go*

**These verbs can take either "avere" or "essere" depending on the context*

Conversational Past - Essere (to be) Verbs

	Subject + Conj. helping verb		Verb as a past participle		Prepositional phrase
Alla nascita *At birth*	**siamo** *we (are)*		**venuti** *came*		**dalla presenza di Dio.** *from the presence of God*

Sì, *Yes,*	**io (non) sono** *I am (not)*	**noi (non) siamo** *we are (not)*	**andato/a (-i/ -e)** *went*		**dalla presenza di Dio** *from the presence of God* ?
No, *No,*	**tu (non) sei** *you (informal) are (not)*	**voi (non) siete** *you all are (not)*	**partito/a (-i/ -e)** *left*		**dalla vita preterrena** *from the pre-earth life*
Perché *Why/Because*	**lui/lei/Lei (non) è** *he/she/you (formal) is (not)*	**loro (non) sono** *they are (not)*	**entrato/a (-i/ -e)** *entered*		**nel mondo** *into the world*
(Da) dove *(From) where*			**sceso/a (-i/ -e)** *went down*	**per** *in order*	**ricevere un corpo** *to receive a body*
Come *How*			**nato/a (-i/ -e)** *born*		**fare esperienze** *to have experiences*
Quando *When*	**Gesù Cristo (non) è** *Jesus Christ is (not)*		**venuto/a (-i/ -e)** *came*		**imparare** *to learn*
Alla nascita *At birth*	**La nostra famiglia (non) è** *Our family is (not)*		**morto/a (-i/ -e)** *died*		**provare gioia** *to feel joy*
	Le persone (non) sono *People are (not)*		**▵prepararsi a – preparato/a (-i/ -e)** *to prepare oneself to- prepared*		**essere messi alla prova** *to be put to the test*
					redimere l'umanità *to redeem humanity*

Da dove sono venuto?
From where did I come?
È venuto dalla presenza di Dio.
You (formal) came from the presence of God.

Perché siamo scesi dalla presenza di Dio?
Why did we come down from the presence of God?
Siete scesi per essere messi alla prova.
You all came down in order to be put to the test.
Vi siete preparati a fare esperienze.
You prepared yourselves to have experiences.

▵*Note that reflexive verbs* ***always*** *use the verb* essere *when referring to the past. The reflexive pronoun is placed immediately before the verb* essere *and rules of matching gender and number are followed with the past participle. (Ex. Lui si è preparato, lei non si è preparata.)*

Scenario

You are new to the ward of Lecce and the bishop has asked you to teach the Gospel Essentials lesson with your companion this week. You are eager to help and will have investigators in church so you accept the bishop's request. You and your companion decide to teach the first half of the Plan of Salvation to the investigators that will be there.

1. Practice: You will each play the part of missionaries during this practice. With your companion, practice teaching the various principles of the Plan of Salvation, especially the ones that involve vocabulary from this board display.

2. Re-practice: With your companion try re-teaching your lesson using different approaches and vocabulary so that it will go smoothly and so that you will be able to invite the Spirit in your practice and in the lesson when you teach it.

3. **Evaluation:** One companionship will teach their lesson to the rest of the district. This should lead to a gospel discussion among the whole class on the subject of the Plan of Salvation.

Additional Scenario(s)

• Today you are on a companion exchange in Busto Arsizio. You have a lesson with one of the other missionaries' investigators named Beniamino. Your companion has asked you to give a short overview of the Plan of Salvation, using the visual in the brochure for lesson two. Following the overview you plan to discuss any questions Beniamino may have and to give more details of what you have shared during your overview as he expresses interest. Practice teaching Beniamino and answering the questions he may have.

Conversational Past - Common Irregulars

Subject	Conj. helping verb	Verb as a past participle	Direct object pronoun
Gesù Cristo	**ha**	**fatto**	**tanti miracoli**
Jesus Christ	*has*	*done*	*many miracles*

Sì, *Yes,*	**Gesù Cristo** *Jesus Christ*	**(non)** *(not)*	**lo/la#** *him/her/you/it*	**ho** *I have*	**abbiamo** *we have*	**fatto/a (-i/-e)** *done*	**tanti miracoli** *many miracles* ?
No, *No,*	**Dio** *God*		**li/le** *them*	**hai** *you have*	**avete** *you all have*	**ucciso/a (-i/-e)** *killed*	**una vita perfetta** *a perfect life*
Cosa *What*	**Io** *I*			**ha** *he/she/you have*	**hanno** *they have*	**vissuto/a (-i/-e)** *lived*	**la gente** *the people*
A chi *To whom*	**Noi** *We*					**visto/a (-i/-e)** *saw*	**molte profezie** *many prophecies*
Chi *Who*	**Gli Apostoli** *The Apostles*					**benedetto/a (-i/-e)** *blessed*	**l'espiazione** *the Atonement*
	Le persone malvagie *Wicked people*					**detto/a (-i/-e)** *said*	**tante parabole** *many parables*
						scritto/a (-i/-e) su *written about*	**gli ammalati** *the sick*
							gli Apostoli *the Apostles*
							Gesù Cristo *Jesus Christ*

 # Singular object pronouns are combined with the conjugation of avere (ex. lo ha fatto becomes l'ha fatto, for masculine nouns or l'ha fatta for femenine nouns). Plural object pronouns are not combined. (ex. li ha fatti for masculine nouns or le ha fatte for feminine nouns).

Gesù Cristo ha benedetto gli Apostoli?
Did Jesus Christ bless the Apostles?
Sì, Gesù Cristo ha benedetto gli Apostoli.
Yes, Jesus Christ blessed the Apostles.

Chi ha ucciso Gesù Cristo?
Who killed Jesus Christ?
Le persone malvagie l'hanno ucciso.
The wicked people killed Him.

Function:Asking about and describing actions and events
Context: Teaching about the earthly ministry of Christ

Scenario

You meet Fausto, a business man from Pesaro who was recently on vacation in Roma. He saw the temple there and began to be curious about the Church and what we believe about Jesus Christ. He had seen missionaries before but had never really thought to ask them what they believe until he saw the temple. He stops you on the street to ask you some questions. Because you have time now, you both decide to sit on a nearby bench and teach him.

1. Practice: This practice will foster the use of the grammar and vocabulary just learned but you should feel free to use any and all grammar and vocabulary you have learned up to this point. One missionary will play the role of Fausto while the other will play the role of the missionary. You begin teaching Fausto and his main question has to do with whether or not you are Christian. He wonders what the difference is between our church and other Christian churches and so he asks you to explain who Jesus Christ is for you. Explain to him about our beliefs regarding Jesus Christ and bear your testimony of Him.

2. Re-practice: Switch roles, then rotate practice companions and continue the practice activity. Now that Fausto understands that we have very similar beliefs about Jesus Christ he is curious to know why our church is different from others. Read scriptures from the Book of Mormon that talks about Jesus Christ and His mission and bear your testimony of the Book of Mormon as another testament of Jesus Christ.

Additional Scenario(s)

- The Catalano family was recently baptized into the Church and they have come a long way in their testimony of the Gospel. Their friends asked them why Jesus Christ was so important and what His real purpose on earth was and so they want you to help them determine the best way to answer. Help the Catalano family know the best way to respond to their friends.

Conceptual Practice – Conversational and Imperfect Past

Conversational past is the conjugation in Italian that refers to actions that occur sequentially, one after another, in a story. Events that happen once or that happen in a specific moment use the conversational past. The imperfect past is the conjugation in Italian that is used to describe the setting or ongoing feelings of a story, and actions that were done over and over for an extended period of time. The English words "while" or "as" are usually indicators of the imperfect past. If you can use the English words "was" / "were" (with an -ing verb afterward) or "used to…" (followed by the verb) in translating from English, you should probably use imperfect. Ex. 'Joseph lived ("was living" or "used to live") in the United States' would use the imperfect past conjugation in Italian. On the timeline below, the continuous line can represent the imperfect while the tick marks can represent the conversational past. Decide whether the English sentences below would be in the conversational past or imperfect past when translated into Italian.

- Joseph lived in the United States.
- His family members were deeply religious.
- They constantly sought for the truth.
- Many ministers claimed to have the true gospel.
- Joseph desired to know which church was true.
- Did we arrange a follow up meeting for next week?
- The Savior has established his Church on earth once again.
- The members said they would be happy to see you again.
- We prepared a meaningful message for today.
- We talked about prayer last time.
- What did you tell your parents?
- It was a beautiful spring morning in 1820.
- The bees were humming and the birds were singing.
- Have you read Alma 32 for today?
- While he was praying, he suddenly felt the power of Satan discouraging him.
- While you were reading, a thought came to me.
- Nephi was a young man, but he was strong and faithful.
- The light was brighter than the sun.
- In the midst of the light there were two personages.
- The bishop was very happy to see you.
- I'm sorry, I didn't want to interrupt you while you were talking.
- Did they come to church last week?
- Have you ever been to a baptism?
- Did your family attend church regularly?
- He did not come to the last appointment.
- You found my nametag! I was looking for it everywhere!
- Have you thought of someone who might be interested in our message?
- Have you ever wondered the same as Joseph Smith?
- My father read the scriptures every day to learn for himself.

Specific Event
(Conversational Past)

Continuing Action
(Imperfect)

Imperfect Past: Regular -are, -ere, and -ire verbs

Subject	Conj. V.	Noun or prepositional phrsae
Joseph Smith *Joseph Smith*	**cercava** *looked for*	**la Chiesa vera.** *the true church.*

?

	Subject		Conj. V.				Noun or prepositional phrase
Sì, *Yes,*	**Joseph Smith** *Joseph Smith*	**(non)** *(not)*	**cerc~~are~~** *to look for/in*		**-avo**	**-avamo**	**la Chiesa vera** *the true church*
No, *No,*	**Lui** *He*		**insegn~~are~~ (di)** *to teach (about)*	**+**	**-avi**	**-avate**	**l'autorità per battezzare** *the authority to baptize*
Cosa* *What*	**Le varie chiese** *The different churches*		**studi~~are~~ (di)** *to study (about)*		**-ava**	**-avano**	**la Bibbia** *the Bible*
Perché *Why/Because*	**Gli uomini** *Men*		**legg~~ere~~ (su)** *to read (about)*				**dottrine corrotte** *corrupt doctrines*
			sap~~ere~~ (di) *to know (about)*	**+**	**-evo**	**-evamo**	**a quale chiesa unirsi** *what church to join*
			av~~ere~~ *to have*		**-evi**	**-evate**	**una risposta da Dio** *an answer from God*
			vol~~ere~~ *to want*		**-eva**	**-evano**	**fede in Dio** *faith in God*
			dissent~~ire~~ su *to disagree about*		**-ivo**	**-ivamo**	**Gesù Cristo** *Jesus Christ*
			segu~~ire~~ *to follow*	**+**	**-ivi**	**-ivate**	**la verità** *the truth*
					-iva	**-ivano**	

Gli uomini avevano l'autorità per battezzare?
Did men have authority to baptize?
Sì, gli uomini avevano l'autorità per battezzare.
Yes, men had the authority to baptize.
No, gli uomini non avevano l'autorità per battezzare.
No, men did not have the authority to baptize.

Cosa insegnavano le varie chiese?
What did the different churches teach?
Le varie chiese insegnavano dottrine corrotte.
The different churches taught corrupt doctrines.

**Remember that when asking a question using "cosa", the subject is placed at the end of the sentence. (Ex. Cosa cercava Joseph Smith? = What was Joseph Smith looking for?)*

Scenario

One day in Mantova you meet a man named Tulio who has done a lot of work with members of the Church. He works in publishing and has read a lot about the story of the Church and its origins and he is curious to know more.

1. Practice: Using any and all grammar and vocabulary you have learned up to this point as well as the pamphlet for the first lesson, share the Joseph Smith story with Tulio and help him understand where the Church originated from. One missionary will play the role of Tulio while the other will play the role of the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are waiting at a bus stop in Bergamo when several people come to interview the people that are waiting. They are followed by a camera crew who is recording the survey that these people are doing. When they come to you and your companion, the person asking questions begins to ask if you are religious and why. After hearing your response she asks what church you belong to and how it was started. Recount the story of Joseph Smith and bear your testimony of its truthfulness.

Imperfect Past - Essere (to be)

	Subject		Conj. V.		Noun or prepositional phrsae	Prepositional phrase or adverb	
	Noi *We*		**eravamo** *were*		**nella presenza di Dio** *in God's presence*	**prima della nascita** *before birth*	
Sì, *Yes,* **No,** *No,* **Perché** *Why/Because* **Come*** *How* **Chi** *Who*	**Lei** *You (form.)*	**(non)** *(not)*	**ero** *I was*	**eravamo** *we were*	**nella presenza di Dio** *in God's presence*	**prima di questa vita** *before this life*	?
	Gesù Cristo *Jesus Christ*		**eri** *you were*	**eravate** *you all were*	**come Dio** *like God*	**nella vita preterrena** *in the premortal life*	
	Noi *We*		**era** *he/she/you were*	**erano** *they were*	**d'accordo con il piano di Dio** *in agreement with God's plan*	**prima della nascita** *before birth*	
	Voi *You all*				**obbediente (pl.-i)** *obedient*		
	Satana *Satan*				**fedele (pl.-i)** *faithful*		
					(uno) spirito (pl.-i) *a spirit (pl. spirits)*		
					disposto (pl.-i) a seguire Dio *willing to follow God*		
					contento/a (pl.-i/-e) di venire sulla terra *happy to come to the earth*		

Come eravamo noi prima di questa vita?
How were we before this life?
Eravamo spiriti prima di questa vita.
We were spirits before this life.
Non eravamo come Dio.
We were not like God.

Com'eravamo prima della nascita?
What were we like before birth?
Eravamo fedeli e d'accordo con il piano di Dio.
We were faithful and in agreement with God's plan.

**Note that when preceding a word that begins with an "e" the final "e" in the word "come" is dropped (Ex. "come eravamo" becomes "com'eravamo"). Also remember that when using the word "come" to ask a question the conjugated verb is placed before the subject. (Ex. Com'eravamo noi?)*

Function: Asking about and describing actions and events
Context: Teaching about the premortal life

Scenario

You are teaching the Tonna family. They are very faithful people but have shared with you a lot of difficult life circumstances that leave them asking why life is so hard. You and your companion feel prompted to teach them about the premortal life and how this knowledge can be a blessing to them.

1. Practice: One missionary will play the role of the investigator while the other will play the role of a member of the Tonna family. Teach and testify about the premortal life and God's plan for them. Ask and answer questions as the Tonna family member seeks to understand. Read passages from the scriptures that could help.

2. Re-practice: Switch roles, then rotate practice companions and continue the practice activity. After teaching about the premortal life, share of a time when this knowledge has helped you personally.

Additional Scenario(s)

- You are talking to a man named Andrea at a bus stop who does not believe that there was anything before this life. He asks you what your opinion is and why you think that. Share with him what the premortal life was and how you came to know these things.

Gerund - Stare (to be)

	Conj. V. "stare"	Verb in the gerund form		Noun	Adverb	
	Sto *I am*	**leggendo** *reading*		**il Libro di Mormon** *the Book of Mormon*	**quotidianamente.** *daily.*	
Sì, *Yes,*	**sto** *I am*	**preg~~are~~** *to pray*		**insieme alla famiglia** *together with the family*	**spesso** *often*	?
No, non* *No, not*	**stai** *you are*	**and~~are~~** *to go*	**+ -ando**	**su/i comandamenti** *about/the commandments*	**sempre** *always*	
Cosa *What*	**sta** *he/she/it is*	**osserv~~are~~** *to observe*		**i principi del Vangelo** *the principles of the gospel*	**ogni settimana** *every week*	
	stiamo *we are*	**legg~~ere~~** *to read*		**nel/il Libro di Mormon** *in/the Book of Mormon*	**ogni giorno** *every day*	
	state *you all are*	**ven~~ire~~** *to come*	**+ -endo**	**le scritture** *the scriptures*	**quotidianamente** *daily*	
	stanno *they are*	**obbed~~ire~~ a** *to obey*		**la Parola di Saggezza** *the Word of Wisdom*	**un giorno sì un giorno no** *every other day*	
		fare (facendo) *to do/make (doing/making)*		**la Legge di Castità** *the Law of Chastity*	**ancora*** *still (yet)**	
				le alleanze battesimali *baptismal covenants*	**più*** *(any) more**	
				in chiesa *to church*	**adesso** *now*	

Cosa state leggendo nel Libro di Mormon?
What are you all reading in the Book of Mormon?
Noi stiamo leggendo su i comandamenti adesso?
We are reading about the commandments now.
Non stiamo leggendo nel Libro di Mormon adesso.
We are not reading from the Book of Mormon now.

Francesco, lei sta osservando la Parola di Saggezza?
Francesco, are you keeping the Word of Wisdom?
Sì, sto osservando la Parola di Saggezza.
Yes, I am keeping the Word of Wisdom.
No, non sto osservando la Parola di Saggezza.
No, I'm not keeping the Word of Wisdom.

**Note: When the word "più" is used in a negative sentence it is used to mean "any more" and the word "ancora" is used to mean "yet". (Ex. "Non sta pregando più" means that "he is not praying any more" and "Non sta pregando ancora" means that "he is not praying yet.")*

Function: Asking about and describing actions and events
Context: Evaluating the progress of an investigator during a visit

Scenario

You are new to the city of Como and your new companion tells you that a letter with a referral has just arrived. You both read it and learn about a person named Samuele who was being taught in a different city but recently moved to where both of you are now. You decide to go visit him that same day and ask him about his progress and commitments so far.

1. Practice: One missionary will play the role of the investigator while the other will play the role of the missionary. Begin asking Samuele questions about his current progress such as whether he is praying and reading and so forth.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You and your companion have been teaching the Straziota family for several weeks and you feel that they could be ready for baptism even sooner than you had previously anticipated. You and your companion are considering suggesting that they move their baptismal date forward a couple weeks but first you would like to check on their progress so far in keeping their commitments. You go visit this family and ask them questions to make sure that they will be adequately prepared to keep their baptismal covenants after baptism.

Future Tense (will)

		Conj. V.		Noun
		Leggerà *Will you read*		**questa scrittura?** *this scripture?*

?

Sì, *Yes,*	**(non)** *(not)*	**osserv~~are~~** *to keep/observe*		**su** *about*	**questa scrittura** *this scripture*
No *No,*		**cerc~~are~~** *to search for*		**che** *that*	**una conferma da Dio** *a confirmation from God*
Che cosa *What*		**impar~~are~~** *to learn*			**lo Spirito Santo** *the Holy Ghost*
Perché *Why/Because*		**legg~~ere~~** *to read*	+		**l'amore di Dio** *the love of God*
		ricev~~ere~~ *to receive*			**il Libro di Mormon** *the Book of Mormon*
Quando pregherà, *When you will pray,*		**cred~~ere~~** *to believe*			**la Parola di Saggezza** *the Word of Wisdom*
Quando leggerà, *When you will read,*		**segu~~ire~~** *to follow*			**la Legge di Castità** *the Law of Chastity*
Quando si battezzerà, *When you will be baptized,*		**sent~~ire~~** *to feel*	+		**le famiglie sono eterne** *families are forever*
Quando verrà in chiesa, *When you will come to church,*					**il nostro messaggio è vero** *our message is true*
Quando sarà obbediente, *When you will be obedient,*					**Joseph Smith è un profeta** *Joseph Smith is a prophet*

-are / -ere verbs:

-erò	**-eremo**
-erai	**-erete**
-erà	**-eranno**

-ire verbs:

-irò	**-iremo**
-irai	**-irete**
-irà	**-iranno**

Leggerà il Libro di Mormon?
Will you read the Book of Mormon?
Sì, leggerò il Libro di Mormon.
Yes, I will read the Book of Mormon.
Quando leggerà, sentirà che il nostro messaggio è vero.
When you will read, you will feel that our message is true.

Quando sarà obbediente, crederà che le famiglie sono eterne.
When you will be obedient, you will believe that families are forever.
Osserverà la Legge di Castità?
Will you keep the Law of Chastity?
No, non osserverò la Legge di Castità.
No, I will not keep the Law of Chastity.

Function: Asking about and expressing desire, need, preference, ability,intention or purpose
Context: Extending and accepting commitments, and promising blessings

Scenario

In Siracusa you are teaching an English course as a way to find new investigators and offer service to the community. At the end of each lesson you include a prayer and a spiritual thought to help your students have an opportunity to feel the Spirit. There is a young student in your course named Ottavio and his family is good friends with their neighbors, the Turrisi family, who happen to be some of the first members of the Church in that city. Ottavio always asks questions during the spiritual thoughts but is very skeptical because he has had some bad experiences with his Church in the past. One day after English class you feel strongly impressed to invite Ottavio to learn more about the Church.

1. Practice: Using any and all grammar and vocabulary you have learned up to this point, invite Ottavio to learn more about the message of the Restoration and promise blessings as he does so. One missionary will take the role of Ottavio while the other will take the role of the missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• After teaching Ottavio about the message of the Restoration you feel impressed to invite him to show his faith by putting it into action. After teaching and bearing your testimony of the doctrine which you taught, invite Ottavio to take action in order to show his faith to God so that it can grow stronger. Also remember to promise him blessings.

Future Tense (will) - Squash Verbs (Irregulars)

Subject		Conj. V.				
Quando si battezzerà *When you are baptized*		**potrà** *you will be able to*			**avere guida costante.** *have constant guidance.*	
Sì, *Yes,*	**(non)** *(not)*	**and~~are~~** *to go*			**in chiesa questa domenica** *to church this Sunday*	?
No *No,*		**sap~~ere~~ (che)** *to know (that)*			**che il Libro di Mormon è vero** *that the Book of Mormon is true*	
Come *How*		**pot~~ere~~** *to be able to*		**-rò**	**-remo**	**avere guida costante** *to have constant guidance*	
Perché *Why/Because*		**dov~~ere~~** *to must*	**+**	**-rai**	**-rete** **-rà**	**-ranno**	**superare le difficoltà** *to overcome difficulties*	
Quando pregherà, *When you will pray,*		**fa~~re~~** *to make/do*			**la volontà di Dio** *the will of God*	
Quando leggerà le scritture, *When you will read the scriptures,*		**da~~re~~** *to give*			**il cuore a Dio** *the heart to God*	
Quando si battezzerà, *When you will be baptized,*		**av~~ere~~** *to have*			**la pace nel cuore** *peace in heart*	
Quando verrà in chiesa, *When you will come to church,*					**maggiore felicità** *greater happiness*	

Andrà in chiesa questa domenica?
Will you go to church this Sunday?
Sì, andrò in chiesa questa domenica.
Yes, I will go to church this Sunday.
Quando verrà in chiesa, saprà che Dio La ama.
When you will come to church, you will know that God loves you.

Come potrò superare le difficoltà?
How will I be able to overcome difficulties?
Quando pregherà, potrà superare le difficoltà.
When you will pray, you will be able to overcome difficulties.

Scenario

You and your companion are proselyting near a tram station in Messina. You stop a man named Angelo who is smoking at the time. He is Christian and knows a lot about the scriptures. He is immediately interested in your claim of having another testament of Jesus Christ. After accepting your invitation to learn more and listening to your message, Angelo desires to be baptized. He is still smoking about 30 cigarettes a day and must quit smoking before he can be baptized. After some goal setting he is able to get it down to about 12 a day. Despite coming to church every week and reading all of the standard works he still struggles quite a bit to overcome his addiction.

1. Practice: One missionary will play the role of Angelo while the other will play the role of the missionary. Using any grammar and vocabulary learned up to this point, help Angelo to have the faith and hope necessary to quit smoking. Bear your testimony of the power of the Atonement and invite him to do the things that will help him access that power.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

- Another investigator, Rita, has really been doing her best but still has difficulties with the temptation to smoke. Discuss a plan of things to do that will help her in the moment of temptation. Answer any questions that Rita might have and write this plan down as you invite her to write it down for herself as well.

Future Tense (will) - Super Squash Verbs (Irregulars)

Subject		Conj. V.		
Quando verrà in chiesa *When you will come to church*		**vorrà** *you will want*		**cambiare la propria vita.** *to change one's own life.*

Sì, *Yes,*	**(non)** *(not)*	**vorr (volere)** *to want*		**cambiare la propria vita** *to change one's own life*	?
No *No,*		**terr (tenere)** *to hold*		**seguire Gesù Cristo** *to follow Jesus Christ*	
Perché *Why/Because*		**verr (venire)** *to come*	+	**aiutare il prossimo** *to help others*	
		rimarr (rimanere) *to stay*		**farsi battezzare** *to be baptized*	
Quando pregherà ad alta voce, *When you will pray out loud,*		**sar (essere)** *to be*		**più vicino/a (-i/-e) a Dio** *closer to God*	
Quando leggerà le scritture, *When you will read the scriptures,*				**sempre nel giusto** *always in the right*	
Quando si battezzerà, *When you will be baptized,*				**attivo/a (-i/-e) nella Chiesa** *active in the Church*	
Quando verrà in chiesa, *When you will come to church,*				**la pace che sta cercando** *the peace that you are seeking*	
Quando sarà obbediente, *When you will be obedient,*				**la serata familiare** *Family Home Evening*	
				in chiesa *to church*	

-ò	**-emo**
-ai	**-ete**
-à	**-anno**

Quando si battezzerà, terrà la serata familiare?
When you will be baptized, will you hold Family Home Evening?
Sì, terrò la serata familiare.
Yes, I will hold Family Home Evening.
Quando sarà obbediente, rimarrà attivo nella Chiesa.
When you will be obedient, you will stay active in the Church.

Quando verrà in chiesa, vorrà farsi battezzare.
When you will come to church, you will want to be baptized.
Verrà in chiesa?
Will you come to church?
No, non verrò in chiesa.
No, I will not come to church.

Function: Asking about and expressing desire, need, preference, ability,intention or purpose
Context: Extending and accepting commitments, and promising blessings

Scenario

You are serving in Sassari and the bishop asks you to work with a less-active family who is having a difficult time coming back to church. You and your companion prepare to help this family through study and prayer and you are confident that the commitments you feel inspired to leave with them will help them to access the power of the Atonement in their difficulties.

1. Practice: One missionary will play the role of the less-active family while the other will play the role of the missionary. Using this and any other necessary grammar or vocabulary, help the family understand the doctrine of commitments and invite them to take action that will help grow their faith in Jesus Christ. If they are unsure or seem uncommitted, seek to discover why and help them choose to make any commitments that they are willing to accept.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

- You are teaching Giulia, a student at the university in Milano, who is very hesitant to make any kind of commitments. She has great faith in God and knows that He exists but because of some unfortunate family circumstances she has a hard time trusting that He will really help her or bless her to accomplish the commitments you have extended. Bear your testimony of God's power and help her to accept your invitations to act. Teach her that when she follows through on these commitments, she will have the desire to be baptized.

Conditional Tense (would)

	Conj. V.	Prepositional phrase	Infinitive Verb
	Pregherebbe *Would you pray*	**per poter** *to be able to*	**trovare la verità?** *find the truth?*

Sì,
Yes,
No, non
No, not
Perché
Why/Because
Come
How
In che modo
In what way

preg~~are~~
to pray
legg~~ere~~
to read
si/mi battezz~~are~~
you/I to be baptized (reflexive)

\+

-erei	-eremmo
-eresti	-ereste
-erebbe	-erebbero

obbed~~ire~~ a
to obey
ag~~ire~~
to act

\+

-irei	-iremmo
-iresti	-ireste
-irebbe	-irebbero

per
in order to
in modo di
in order to
a fine di
for the purpose of
per poter
to be able to

conoscere Dio.
know God
ricevere risposte da Dio
receive answers from God
sapere che il Libro di Mormon è vero
know that the Book of Mormon is true
trovare la verità
find the truth
sentire lo Spirito Santo
feel the Holy Ghost
essere più fedele
be more faithful
dimostrare fede a Dio
show faith to God

?

Si battezzerebbe per dimostrare fede a Dio?
Would you be baptized to show faith to God?
Sì, mi battezzerei per dimostrare fede a Dio.
Yes, I would be baptized to show faith to God.

Leggerebbe per ricevere risposte da Dio?
Would you read to receive answers from God?
Sì, leggerei per ricevere risposte da Dio.
Yes, I would read to receive answers from God.
No, non leggerei per ricevere risposte da Dio.
No, I would not read to receive answers from God.

Function: Asking and answering questions of cause and effect
Context: Asking opinions or beliefs

Scenario

You are teaching Alessandro, a friend of the Mabilia family, and you are unsure about how to best help him. You have been teaching him for quite some time but do not feel that he is truly progressing. He seems to be losing his desire to keep commitments and strengthen his faith in Christ.

1. Practice: One of you will play the role of Alessandro while the other plays the role of the missionary. Use all necessary grammar and vocabulary from this or any other board display to discover what Alessandro's deepest desires really are. Ask questions and listen to his responses and to the Spirit to determine where his motivation is so that you can help him keep commitments and progress in the gospel. Invite him to take action in order to show his faith to God.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You have been teaching Gerardo and Emilio ever since you arrived in Taranto. They both desire to draw nearer to God but they are unsure as to how to do it. Using this and any other necessary grammar and vocabulary, help them understand the doctrine of making commitments and the blessings that come from it.

Conditional Tense (would) - Squash Verbs (Irregulars)

	Conj. V.	Prepositional phrase	Noun or prepositional phrase
Che cosa	**farebbe**	**per poter**	**conoscere Gesù Cristo?**
What	*would you do*	*to be able to*	*know Jesus Christ?*

Sì,	**pot~~ere~~***		**superare le difficoltà**
Yes,	*to be able to*		*overcome difficulties*
No, non	**dov~~ere~~***		**sapere la verità**
No, not	*to must*		*know the truth*
Come	**viv~~ere~~**	**per**	**credere nel Libro di Mormon**
How	*to live*	*to*	*believe in the Book of Mormon*
In che modo	**fa~~re~~**	**in modo di**	**conoscere Gesù Cristo**
In what way	*to make/do*	*in order to*	*know Jesus Christ*
Che cosa	**av~~ere~~**	**a fine di**	**seguire la volontà di Dio**
What	*to have*	*for the purpose of*	*follow the will of God*
Sa perché	**and~~are~~**	**per poter**	**vivere una vita migliore**
Do you know why	*to go*	*to be able to*	*live a better life*
So perché			**in chiesa ogni domenica**
I know why			*to church every Sunday*
			nel modo giusto
			in the right way
			una testimonianza più forte
			a stronger testimony

?

\+ conditional endings:

-rei	**-remmo**
-resti	**-reste**
-rebbe	**-rebbero**

Sa perché dovrebbe venire in chiesa?
Do you know why you should come to church?
Sì, so perché dovrei venire in chiesa.
Yes, I know why I should come to church.
No, non so perché dovrei venire in chiesa.
No, I do not know why I should come to church.

Come potrebbe ricevere una testimonianza più forte?
How could you receive a stronger testimony?
Potrei seguire la volontà di Dio
I could follow the will of God.
Potrei venire in chiesa ogni domenica.
I could come to church every Sunday.

In the conditional conjugation, the verb **potere signifies the English **could** and the verb **dovere** signifies the English **should***

Function: Asking and answering questions of cause and effect
Context: Asking opinions or beliefs

Scenario

You met Simone on a tram in Salerno and have been teaching him for several weeks now. He believes in God and is very curious to know which church he should join, but he is not receiving an answer to his prayer about the Book of Mormon. He is visiting with many other churches and is doing all of his research to figure out which church is best but has not yet received a spiritual witness from God.

1. Practice: One missionary will play the role of Simone while the other will play the role of the missionary. Help Simone to understand the proper steps to finding an answer from God and check for his understanding. Ask questions and listen carefully to his responses to discover what he is willing to do in order to receive this spiritual revelation. Bear your testimony that by doing those things he will find the answers he is looking for. Commit him to follow through on those invitations, and promise blessings that will come as he does so.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You have been teaching the DiNuzzo family for quite some time but they are not making any progress in the gospel. You cannot continue to spend time teaching them if they refuse to keep the commitments that you leave with them so you decide to ask them what action they are willing to take to draw nearer to God. You desire their salvation and you are sad to see them not keeping their commitments. Help them understand the purpose for keeping commitments and follow the Spirit to further understand their willingness to act on their own in order to find answers to their prayers.

Conditional Tense (would) - Super Squash Verbs (Irregulars)

		Conj. V.		Noun		Prepositional phrase	
		Vorrei *I would like*		**ascoltare il vostro messaggio** *to listen to the Holy Ghost*	**per** *to*	**sviluppare la mia fede.** *develop my faith.*	
Sì, *Yes,*	**(non)** *(not)*	**vorr (volere)** *to want*		**frequentare la Chiesa** *attend church*	**per** *to*	**avere più pace** *have more peace*	?
No, *No,*		**verr (venire)** *to come*		**in chiesa ogni domenica** *to church every Sunday*		**avvicinarsi a Dio** *draw closer to God*	
Perché *Why/Because*		**terr (tenere)** *to hold*	+	**la serata familiare** *Family Home Evening*		**sviluppare la fede** *develop faith*	
Come *How*		**rimarr (rimanere)** *to stay*		**obbedire/obbediente alla parola di Dio** *to obey/obedient to the word of God*		**dare l'esempio agli altri** *give an example to others*	
Che cosa *What*		**sar (essere)** *to be*		**ascoltare il nostro/vostro messaggio** *to listen to our/your message*		**sentire lo Spirito** *feel the Spirit*	
				attivo/a (-i/-e) nella Chiesa *active in the Church*		**rafforzare la famiglia** *strengthen the family*	
				disposto/a (-i/-e) a fare *willing to do*		**sapere la verità** *know the truth*	
						mostrare amore per Dio *show love for God*	

-ei	**-emmo**
-esti	**-este**
-ebbe	**-ebbero**

Vorrebbe venire in chiesa per sentire lo Spirito?
Would you like to come to church to feel the Spirit?
Sì, vorrei venire in chiesa per sentire lo Spirito.
Yes, I would like to come to church to feel the Spirit..

Che cosa sarebbe disposto a fare per sapere che il Libro di Mormon è vero?
What would you be willing to do to know that the Book of Mormon is true?
Verrei in chiesa ogni domenica per sapere che il Libro di Mormon è vero.
I would come to church every Sunday to know that the Book of Mormon is true.
Sarei obbediente alla parola di Dio per sapere che il Libro di Mormon è vero.
I would be obediente to the word of God to know that the Book of Mormon is true.

Function: Asking and answering questions of cause and effect
Context: Extending commitment invitations and asking opinions and beliefs

Scenario

While knocking on doors in Lugano to find new investigators, you meet a man who knows the Mazzolari family from your ward. He lets you into his house immediately and offers you something to drink. He is very nice to you and begins to talk about his friendship with the Mazzolari family. You are unsure about his true intentions for letting you in but you feel prompted to be bold in sharing your message with him.

1. Practice: One missionary will play the role of the investigator while the other will play the role of the missionary. Using any necessary vocabulary or grammar, determine this man's true intentions for letting you into his house. Ask questions and listen carefully to understand what is most important to this man and what it is that he is searching for in life. Be bold, in a Christlike way, as you ask about his expectations for your visits and his understanding of your purpose as missionaries. Bear your testimony of the power and importance of your message and promise blessings that he will find what he is looking for. Extend commitment invitations to help him receive these blessings and learn more about your message.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are visiting the Simoncini family for the first time after finding their name in the former investigators section of your area book. You are unsure about how the lessons went with the missionaries in the past and you have never met them before. As you sit down to start the lesson, they begin asking a series of difficult questions and seem to disagree with some of your answers. You and your companion must ask effective questions and extend commitment invitations to determine whether their motives for letting you teach them are genuine or not.

Imperative (Command) Tense

	Conj. V.			Prepositional phrase or noun	Dependent clause, prepositional phrase, or adverb
	Pregate *Pray*			**come famiglia** *as a family*	**e sentirete lo Spirito Santo.** *and you all will feel the Holy Ghost.*
Non∆	**preg~~are~~**	--	-iamo	**con fede**	**e sentirà l'amore di Dio**
Not	*to pray*	-a	-ate	*with faith*	*and you (formal) will feel the love of God.*
Per favore	**studi~~are~~**	-i	--	**dal Libro di Mormon**	**e sentirete lo Spirito Santo**
Please	*to study*			*from the Book of Mormon*	*and you all will feel the Holy Ghost*
Adesso	**legg~~ere~~**	--	-iamo	**insieme**	**per sapere se è vero**
Now	*to read*	-i	-ete	*together*	*to know if it is true*
Poi		-a	--		**per ricevere una risposta**
Then					*to receive an answer*
Dopo	**segu~~ire~~**	--	-iamo	**i comandamenti**	**per avere lo Spirito nella Sua/vostra vita**
After	*to follow*	-i	-ite	*the commandments*	*to have the Spirit in your (sing./pl.) life*
Poi dopo		-a	--	**l'esempio di Gesù**	**per sviluppare l'unità**
Then afterwards				*Jesus's example*	*to develop unity*
	*pentirsi (reflexive) *to repent (oneself)*				**per ricevere il perdono**
				con un cuore sincero	*to receive forgiveness*
	-----	pentiamoci		*with a sincere heart*	**ogni giorno**
	pentiti	pentitevi		**quotidianamente**	*every day*
	si penta*	-----		*daily*	

Leggete dal Libro di Mormon ogni giorno per avere lo Spirito nella vostra vita.

Read from The Book of Mormon every day to have the Spirit in your lives.

Si penta dei suoi peccati per ricevere perdono.

Repent of your sins to receive forgiveness.

Preghi con fede per sapere se è vero.

Pray with faith to know if it is true.

*Note: The pronoun is attached to the end of the conjugated verb (ex. Pentiti and pentiamoci) except in the Lei form, where it is placed before (ex. Si penta). The same rule applies to direct and indirect object pronouns.

∆When using the negative command form the tu conjugation always uses the infinitive form of the verb (Ex. Rather than saying "non segui" you would say "non seguire").

Scenario

You are teaching the Tomasini family about the importance of prayer and the blessings that come from it when you feel the need to share a personal experience. During your time so far in Siena and at other times in your life you have prayed and felt specific blessings come from prayer in your life.

1. Practice: Briefly teach the Tomasini family, give them commitments to keep and promise them blessings from prayer just as you have seen them in your life. Feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity. One missionary plays the role of the investigator while the other plays the role of a missionary.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are teaching the Sammaciccia family about the blessings that come from showing steps of faith through making sacrifices. Because you have seen blessings in your own life from sharing the gospel with others, you invite the Sammaciccia family to do the same thing. Promise them blessings in order to help them have the faith necessary to share the gospel with others.

Conceptual Practice – Using the Subjunctive Tenses

Give missionaries practice deciding, in English, when to use the subjunctive tense. The subjunctive tense is used whenever one wishes to express doubt or uncertainty in that which they are saying. In English the subjunctive tense would be similar to inserting the word "may" or "might" before any verb (Ex. "we believe that he might have a testimony" or "we think that it may rain today"). In Italian this is most often done with specific verbs which we can refer to as subjunctive indicators. Some common subjunctive indicators are listed in the graphic found at the bottom of this page. (Please note that some verbs or phrases use the subjunctive tense in Italian even though in English they may not seem to express doubt.) Other situations that use the subjunctive tense include sentences in which one part of the sentence has a consequential relationship to the other part (Ex. "we bear testimony *so that* he <u>may feel</u> the Spirit" or "we take the train *in order that* the members <u>may drive</u> with investigators").

- Do you believe that God exists?
- I think that God exists.
- I know that God really does exist.
- Is it important that we know that God exists?
- I don't know if it is important to know that God exists.
- I know that it is important to know that God exists.
- God has a plan for all of us.
- This plan is meant for our benefit and good.
- God wants that each of us finds true happiness.
- This happiness is possible through God's plan.
- He hopes that each of us understands how much He loves us.
- He does everything is His power so that we may return to live with Him one day.
- This is why God always sends us prophets.
- He sends prophets so that His children may feel His love and concern for each of them.
- It is important that we follow the counsel of God's prophets so that we may return to God's presence.
- When we follow the counsel of the prophets God blesses us immensely.
- The prophets give us important teachings for our days.
- Without prophets we cannot know all of the necessary steps to return to God.
- There are many reasons that God sends us prophets.
- Ultimately, He sends us prophets so that we may become like Him.

Doubt/Uncertainy:	Desire/Wish:	Feeling/Emotion:	Recommendation/Opinion:	Consequential Action:
credere *to believe*	**volere** *to want*	**temere** *to fear*	**non sapere** *to not know*	**affinché** *so that*
pensare *to think*	**desiderare** *to desire*	**sentire** *to feel*	**è importante che** *it is important that*	**cosicché** *so that*
dubitare *to doubt*	**sperare** *to hope*			**in modo che** *in order that*

Present Subjunctive Tense

Subject + Subj. Indicator	Connector	Conj. V.	Noun
Dio vuole	**che**	**sentiate**	**il suo spirito.**
God wants	*that*	*you all feel*	*His spirit.*

?

	Subject + Subj. Indicator	Connector	Conj. V.	Endings	Noun
Sì,	**Dio (non) vuole**	**che**	**accett~~are~~***		**le cose migliori**
Yes,	*God wants (not)*	*that*	*to accept*	-i | -iamo	*the best things*
No,	**Satana (non) vuole**	**di****	**preg~~are~~***	+ -i | -iate	**la pace e la gioia**
No,	*Satan wants (not)*	*to*	*to pray*	-i | -ino	*peace and joy*
Perché	**Lei (non) sente**		**trov~~are~~***		**i comandamenti**
Why/Because	*You feel (not)*		*to find*		*the commandments*
	Io (non) spero		**ricev~~ere~~***		**le scritture**
	I hope (not)		*to receive*	-a | -iamo	*the scriptures*
	Noi (non) speriamo		**viv~~ere~~***	+ -a | -iate	**il perdono dei peccati**
	We hope (not)		*to live*	-a | -ano	*forgiveness of sins*
	(Non) è importante		**sent~~ire~~***		**una risposta da Dio**
	It's (not) important		*to feel/to hear*		*an answer from God*
			cap~~ire~~*	isco	**le benedizioni spirituali**
			to understand	-isca | -iamo	*spiritual blessings*
			obbed~~ire~~ a*	+ -isca | -iate	**il suo spirito**
			to obey	-isca | -iscano	*His spirit*

***Note: The subjective tense is only used when the subject of each verb is different, never when they are the same. (Ex. "Io spero di ricevere la pace" rather than "Io spero che io riceva la pace" .*

Dio vuole che Lei preghi tutti i giorni?
Does God want you to pray every day?
Sì, Dio vuole che io preghi tutti i giorni.
Yes, God wants me to pray every day.

Lei sente di capire le scritture?
Do you feel you understand the scriptures?
Sì, sento di capire le scritture.
Yes, I feel I understand the scriptures
Perché Dio vuole che accettiate i comandamenti?
Why does God want you all to accept the commandments?

**Note: The subjunctive tense is conjugated the same way for all first person conjugations so to avoid ambiguity the subject is most often stated before the verb.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping investigators keep commitments

Scenario

It is your first day in your new area of Firenze. You and your companion discuss the needs of some of your investigators and you learn that Nunzio is not progressing and has not offered a prayer since the missionaries began teaching him. After discussing with your companion how important it is for him to pray in order to progress in the gospel, you plan to go and help Nunzio keep his commitment to pray.

1. Practice: One missionary plays the part of Nunzio while the other plays the part of the missionary. Using this and any other vocabulary, the missionary must help Nunzio keep his commitment to pray. Help him understand that God wants him to pray and teach him the importance of prayer. Answer his questions and check for understanding.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are teaching Carmine, an investigator who has stopped progressing. You and your companion feel that he is losing interest and desire to keep commitments. Use the appropriate vocabulary to discover Carmine's desires and help him keep his commitments. Find out what he thinks God wants him to do.

Present Subjunctive - Essere (to be) and Avere (to have)

	Subj. Indicator	Connector	Subject	Conj. V.		Noun	
	Crede	**che**	**il Libro di Mormon**	****sia**		**vero?**	
	Do you believe	*that*	*the Book of Mormon*	*is (may be)*		*true?*	
Sì,	**crede**	**che**	**noi missionari**	****sia**	**siamo**	**falso/a (pl. -i/-e)**	?
Yes,	*he/she/you believe*	*that*	*we missionaries*	*I (may) be*	*we (may) be*	*false*	
No, non	**credo**	**di***	**il Libro di Mormon**	****sia**	**siate**	**una risposta**	
No, not	*I believe*	*of*	*the Book of Mormon*	*you (may) be*	*you all (may) be*	*an answer*	
Perché	**pensa/o**		**questo sentimento**	****sia**	**siano**	**vero/a (pl. i/e)**	
Why/Because	*you/I think*		*this feeling*	*he/she/you may be*	*they (may) be*	*true*	
	volgiamo		**La mia/Sua famiglia**			**da Dio**	
	we want		*my/your (formal) family*			*from God*	
	Dio vuole		**Lei**	****abbia**	**abbiamo**	**l'amore di Dio nel cuore**	
	God wants		*you (formal)*	*I (may) have*	*we (may) have*	*the love of God in the heart*	
			voi	****abbia**	**abbiate**	**più pace in casa**	
			you all	*you (may) have*	*you all (may) have*	*more peace in the home*	
				****abbia**	**abbiano**	**la forza**	
				he/she/you (may) have	*they (may) have*	*strength*	

Lei crede che il Libro di Mormon sia vero?
Do you believe that the Book of Mormon is true?
Sì, credo che il Libro di Mormon sia vero.
Yes, I believe that the Book of Mormon is true.
No, non credo che il Libro di Mormon sia vero.
No, I do not believe that the Book of Mormon is true.

Pensa che la Sua famiglia abbia più pace in casa?
Do you think that your family has more peace in the home?
Sì, penso che la mia famiglia abbia più pace in casa?
Yes, I think that my family has more peace in the home.
No, non penso che la mia famiglia abbia più pace in casa?
No, I do not think that my family has more peace in the home.

**Note: The subjunctive tense is only used when the subject of each verb is different, never when they are the same. (Ex. Incorrect- "Pensate che abbiate la forza" but Correct-"Pensate di avere la forza.")*
***Note: The subjunctive tense is conjugated the same way for all first person conjugations, so to avoid ambiguity the subject is most often stated before the verb.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Discussing opinions or beliefs

Scenario

One of the member families in your ward in Lecco, the Calvagna family, has invited their friends to a church activity and wants you to meet them. Their friends are the Ghezzi family and they are a practicing Christian family. They are very interested in the Church's beliefs after the activity and they start to ask questions when you meet them.

1. Practice: Feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity. One missionary will play the role of the Ghezzi family while the other will play the part of the missionary. Ask questions to learn more about what the Ghezzi family holds as their own personal beliefs. Help them recognize similarities to the restored truth that you teach and add to their knowledge of God by bearing simple testimony.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You are about to meet again with your investigator, Cinzia. You have been teaching her for some time but feel that you have yet to really touch her heart and understand her needs. After talking with your companion about it, you decide it would be best to ask Cinzia some questions at the beginning of the lesson on what she has come to believe about God up to this point. Help her in the lesson by asking her some questions so that she can gain a stronger witness that what you are teaching is true.

Present Subjunctive - Common Irregulars

Subject	Conj. V.	Connector	Subject + Conj. V.	Adverb or prepositional phrase
Dio	**vuole**	**che**	***Lei vada**	**avanti con fede**
God	*wants*	*that*	*you (may) go*	*forward with faith*

	Subject		Conj. V.	Connector
Sì, *Yes,*	**Dio** *God*	**(non)** *(not)*	**vuole** *wants*	**che** *that*
No *No,*	**Gesù** *Jesus*		**crede** *believes*	**affinché** *so that*
Perché *Why/Because*	**Il profeta** *The prophet*		**dubita** *doubts*	
	Satana *Satana*		**tenta** *tempts/tries*	
			lavora *works*	
			desidera *desires*	
			si aspetta *expects*	
	È importante *It is important*			**che** *that*

ANDARE	
vada	*I/he/she/you (may) go*
andiamo	*we (may) go*
andiate	*you all (may) go*
vadano	*they (may) go*

VENIRE	
venga	*I/he/she/you (may) come*
veniamo	*we (may) come*
veniate	*you all (may) come*
vengano	*they (may) come*

FARE	
faccia	*I/he/she/you (may) do*
facciamo	*we (may) do*
facciate	*you all (may) do*
facciano	*they (may) do*

POTERE	
possa	*I/he/she/you (may) can*
possiamo	*we (may) can*
possiate	*you all (may) can*
possano	*they (may) can*

Adverb or prepositional phrase (?):

- **avanti con fede** *forward with faith*
- **al regno celeste** *to the Celestial Kingdom*
- **a Gesù Cristo** *to Jesus Christ*
- **in chiesa** *to church*
- **il suo meglio** *your best*
- **le cose giuste** *the right things*
- **ricevere una risposta** *to receive an answer*
- **essere felice (pl. "i")** *to be happy*
- **ricevere il perdono** *to receive forgiveness*

Perché Dio vuole che facciamo le cose giuste?
Why does God want us to do the right things?
Dio vuole che facciamo le cose giuste affinché andiamo al regno celeste.
God wants us to do the right things so that we may go to the Celestial Kingdom.

È importante che Lei venga in chiesa?
Is it important that you come to church?
Sì, è importante che io venga in chiesa.
Yes, it is important that I come to church.
No, non è importante che io venga in chiesa.
No, it is not important that I come to church.

Note: *The subjective tense is conjugated the same way for all first person conjugations so to avoid ambiguity the subject is most often stated before the verb.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping investigators keep their commitments

Scenario

The Pascalis family has heard your message and desires to live a better life. They are seeking forgiveness of their sins but are struggling to understand how to receive it and what God expects from them. You and your companion desire to help them come to a greater understanding of the things they must do in order to access the power of the Atonement and receive forgiveness of their sins.

1. Practice: Using any other vocabulary and grammar you have learned, one missionary will play the role of the Pascalis family while the other will play the role of the missionary. Teach the Pascalis family the doctrine of obedience and sacrifice by helping them understand the connection between keeping their commitments and being cleansed from sin. Bear your testimony of how these truths have affected your life and how God has confidence in them.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• One of your investigators is struggling to keep the commitments that you leave and they do not seem to view these commitments as something important. They live very busy lives and tell you that they simply don't have time to keep their commitments. Help them understand the importance of the commitments you leave by teaching them who it is that is really extending the commitments. Bear your testimony that God will help them find the time to keep these commitments because He wants them to be happy.

Imperfect Subjunctive - Past Tenses

Subj. indicator in imperfect tense	Conj. V.	Noun
Nel giardino era impossibile che *In the garden it was impossible that*	**provassero** *they experienced*	**la gioia.** *joy.*

Sì, *Yes,*
No, *No,*
Perché *Why/Because*

Subj. indicator		Conj. V.		Endings		Noun
Dio (non) li creò affinché *God created them (not) so that*	**(non)** *(not)*	**ave~~re~~** *to have*				**un corpo fisico** *a phyisical body*
Era (più) importante che *It was (more) important that*		**progredi~~re~~** *to progress*				**una famiglia** *a family*
Satana (non) voleva che Adamo ed Eva *Satan wanted (not) that Adam and Eve*		**obbedi~~re~~ a** *to obey*		**-ssi**	**-ssimo**	**il frutto proibito** *the forbidden fruit*
Nel giardino era impossibile che *In the garden it was impossible that*		**mangia~~re~~** *to eat*	**+**	**-ssi**	**-ste**	**il piano di Dio** *God´s plan*
L'opposizione era necessaria perché *Opposition was necessary so that*		**sceglie~~re~~** *to choose*		**-sse**	**-ssero**	**i comandamenti** *the commandments*
Era necessario cadere in modo che *It was necessary to fall in order that*		**prova~~re~~** *to experience*				**il bene dal male** *good from evil*
		sape~~re~~ *to know*				**la gioia** *joy*
						le prove *trials*

?

Perché era importante che mangiassero il frutto proibito?
Why was it important that they ate the forbidden fruit?
Era necessario cadere in modo che sapessero il bene dal male.
It was necessary to fall in order that they knew good from evil.

Satana voleva che Adamo ed Eva progredissero?
Did satan want that Adam and Eve progressed?
No, satana non voleva che Adamo ed Eva progredissero.
No, satan did not want that Adam and Eve progressed.

Note: While the present subjunctive tense is used with all present and imperative tenses, the imperfect subjunctive is used when the subjunctive indicator is given in any of the past or conditional tenses. The same rules of specifying the subject to avoid ambiguity and of using this tense only when the subjects of each verb are different apply here.

Function: Narrating experiences and telling stories
Context: Teaching about the Fall of Adam and Eve

Scenario

The Giambellini family has been raised in the Catholic church and has great faith in God and His miracles. They enjoy listening to your message and desire to know of its truthfulness but they struggle to understand the mission of Jesus Christ. They feel that He was important but do not understand the doctrine of the Atonement. They have been taught that because of the Fall of Adam and Eve we will be forever inferior beings and there is no hope for us to overcome the temptations and trials so common in this world.

1. Practice: Using any vocabulary and grammar learned up to this point, one missionary will play the role of the Giambellini family while the other will play the role of the missionary. Use the pamphlet for the Plan of Salvation and teach the Giambellini family of the effects of the Fall and the necessity of the Atonement. Place special emphasis on the wisdom of God and the need for a Fall in order to eventually progress and return to live with God.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• A minister of another faith stops you on the street and begins to ask you some questions about the doctrine of the Church. He is particularly curious to know of our beliefs on the doctrine of the Fall of Adam and Eve. Use the Book of Mormon and teach him how that knowledge increases our understanding of the Fall. Bear your testimony of the truthfulness of this doctrine.

Imperfect Subjunctive - Conditional Phrases (hypothetical)

	Hypothetical indicator + subject		Conj. V / Connector	Noun or prepositional phrase		Conj. V. + noun
	Se	**Dio**	**dicesse che**	**il Libro di Mormon è vero,**		**si battezzerebbe ?**
	If	*God*	*said that*	*the Book of Mormon is true,*		*would you be baptized?*
Sì,	**Se**	**Dio**	**dicesse che**	**il Libro di Mormon è vero,**	**(non)**	**osserverebbe i comandamenti** ?
Yes,	*If*	*God*	*he/she said that*	*the Book of Mormon is true,*	*(not)*	*you would observe/keep the commandments*
No,		**il profeta di Dio**	**rispondesse (che)**	**la Chiesa è vera,**		**osserverei i comandamenti**
No,		*the prophet of God*	*he/she responded (that)*	*the Church is true,*		*I would observe/keep the commandments*
		la Chiesa di Gesù Cristo	**fosse**	**alle sue domande,**		**si battezzerebbe**
		the Church of Jesus Christ	*he/she/it were*	*to your questions,*		*you would be baptized*
			vivesse	**alle mie domande,**		**mi battezzerei**
			he/she lived	*to my questions,*		*I would be baptized*
				qui sulla terra,		**verrebbe in chiesa**
				here on the earth,		*you would come to church*
				in questi giorni,		**verrei in chiesa**
				in these days,		*I would come to church*
						vorrebbe sapere (la verità)
						you would want to know (the truth)
						vorrei sapere (la verità)
						I would want to know (the truth)

Note that the order of each clause can also be reversed. For example, the header sentence could also read "si battezzerebbe se Dio dicesse che il Libro di Mormon è vero?"

Se la Chiesa di Gesù Cristo fosse qui sulla terra, vorrebbe sapere?
If the Church of Jesus Christ were here on the earth, would you want to know?
Sì, vorrei sapere la verità.
Yes, I would want to know the truth.

Se Dio rispondesse alle sue domande, seguirebbe i comandamenti?
If God answered your questions, would you keep the commandments?
No, se Dio rispondesse alle mie domande non seguirei i comandamenti.
No, If God answered my questions I would not keep the commandments.

Note: Conditional or hypothetical phrases will typically include the Italian conjunction "se", signifying the English conjunction "if". These phrases generally include one part conjugated in the conditional tense and one part conjugated in the imperfect subjunctive. The same rules of specifying the subject to avoid ambiguity apply here.

Scenario

One of your investigators in Battipaglia has been unsuccessful in receiving an answer about the truthfulness of the Book of Mormon. He is keeping his commitments for the most part but has repeatedly expressed doubts about being baptized. You and your companion are unsure as to whether or not he would fully accept an answer from God if he were to receive it.

1. Practice: Although this practice will foster the use of the grammar and vocabulary just learned, you should feel free to use any and all grammar and vocabulary you have learned up to this point in order to accomplish the purpose of the activity. One missionary will play the role of the investigator while the other will play the role of the missionary. Ask effective questions to discover what action the investigator would be willing to take if he were to receive an answer from God. Help him understand the need to pray with real intent and teach him what that means. Promise blessings to him as he prays the way the Lord has directed.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• A man has let you into his house to teach him but he seems almost indifferent and unaffected by your message. You and your companion want to help him recognize the Spirit so that he can draw nearer to God but you are not sure if he is ready to make the commitments necessary to do so. Use effective questions to discover the man's willingness to take the necessary steps to know that your message is true. Bear your testimony of the importance and power of your message.

Past Remote

Subject	Conj. V.	Noun
Joseph Smith	**lesse**	**un versetto nella Bibbia.**
Joseph Smith	*read*	*a verse in the Bible.*

?

Sì,	**Joseph Smith**	**lesse**	**un versetto nella Bibbia**
Yes,	*Joseph Smith*	*he read*	*a verse in the Bible*
No,	**Padre Celeste**	**chiese**	**a quale chiesa dovesse unirsi**
No,	*Heavenly Father*	*he asked*	*which church he needed to join*
Poi	**Gesù Cristo**	**pregò**	**in un bosco vicino a casa sua**
Then	*Jesus Christ*	*he prayed*	*in a grove of trees near his home*
Dopo	**lui**	**restaurò**	**la vera chiesa di Gesù Cristo**
After	*he*	*he restored*	*the true church of Jesus Christ*
Perché	**Loro**	**vide**	**a Joseph Smith in visione**
Why/Because	*They*	*he saw*	*to Joseph Smith in a vision*
		apparvero	**Dio Padre e Gesù Cristo**
		they appeared	*God the Father and Jesus Christ*
		disse	**che nessuna chiesa aveva ragione**
		He said	*that no church was right*
		dissero	**che i suoi peccati erano perdonati**
		they said	*that his sins were forgiven*

Perché Padre Celeste e Gesù Cristo apparvero a Joseph Smith in visione?
Why did Heavenly Father and Jesus Christ appear to Joseph Smith in a vision?
Loro apparvero a Joseph Smith perché restaurarono la vera chiesa di Gesù Cristo.
They appeared to Joseph Smith because they restored the true church of Jesus Christ.

Cosa disse il Padre Celeste a Joseph Smith in Visione?
What did Heavenly Father say to Joseph Smith in vision?
Lui disse che nessuna chiesa aveva ragione.
He said that no church was right.

Function: Asking about and describing actions and events
Context: Telling about the Joseph Smith story

Scenario

A new family, the De Ruvo family, just moved in next door to your apartment in Merate. You offer to help them move in, which they accept, and later you take a plate of brownies to welcome them to the apartment complex. They invite you into their house and ask what it is that you do as missionaries and what exactly you believe. They are a religious family and love to hear about other people's faith.

1. Practice: Using this and any other vocabulary or grammar that you may know, tell the De Ruvo family about the story of Joseph Smith and your basic beliefs. Be prepared to answer their questions and to bear your testimony to help them feel the spirit and the power of your message. Feel free to use the scriptures or the pamphlet on the Restoration.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

• You and your companion have been asked by a local group to give a brief synopsis of the origins of your church at a religious conference in Varese. Together with your companion, prepare and practice the presentation that you will give. One companionship will give their presentation to the rest of the district, which will represent all in attendance at the religious conference.

Passive Voice “si” - Present

	Subject	Prepositional phrase		Passive voice	Conj. V.	Prepositional phrase or adverb	
	Le benedizioni	**della Decima**		**si**	**ottengono**	**tramite l’obbedienza**	
	The blessings	*of Tithing*		*are (passive)*	*obtained*	*through obedience*	
Sì,	**Il beneficio**	**dei comandamenti**	**(non)**	**si**	**sente**	**nello spirito**	?
Yes,	*The benefit*	*of the commandments*	*(not)*	*is (passive)*	*felt*	*in your spirit*	
No,	**La verità**	**di questo comandamento**			**ottiene**	**nella salute**	
No,	*The truth*	*of this commandment*			*obtained*	*in your health*	
Qual’è	**L’importanza**	**dell’obbedienza**			**riconosce**	**con il tempo**	
What is	*The importance*	*of obedience*			*recognized*	*with time*	
Perché*	**La saggezza**	**della Parola di Saggezza**			**manifesta**	**subito**	
Why	*The wisdom*	*of the Word of Wisdom*			*manifested*	*immediately*	
Quando*	**Le benedizioni**	**della Legge di Castità**	**(non)**	**si**	**sentono**	**tramite l’obbedienza**	
When	*The blessings*	*of the Law of Chastity*	*(not)*	*are (passive)*	*felt*	*through obedience*	
Come*	**I frutti**	**della decima**			**ottengono**	**dopo la prova**	
How	*The fruits*	*of tithing*			*obtained*	*after the trial*	
A volte	**Le conseguenze**				**riconoscono**	**in risposta alla fede**	
Sometimes	*The consequences*				*recognized*	*in answer to faith*	
	I risultati				**manifestano**	**tramite la pace**	
	The results				*manifested*	*through peace*	

Il beneficio dell’obbedienza si manifesta tramite la pace.
The benefit of obedience is manifested through peace.
L’importanza della Parola di Saggezza si vede nella salute.
The benfit of the Word of Wisdom is seen through your health.

Le benedizioni della decima si riconoscono subito?
Are the blessings of tithing recognized immediately?
A volte le benedizioni si riconoscono subito.
Sometimes, the blessings are recongnized immediately.
Le benedizioni si manifestano in risposta alla fede.
The blessings are manifested in answer to faith.

*Note: When using these words to form a question, the subject is often found at the end of the sentence after the conjugated verb. (Ex. Come si vede il beneficio?)

Scenario

While serving in Malta, you run into Emanuele and Maria, a Sicilian couple who recently moved from Sicily to Malta. They had met with missionaries in Italy before and are excited to see you and your companion. They accept the invitation to meet with the two of you. In your initial visit you find out that they had a baptismal date, but had some difficulty understanding the importance of some commandments.

1. Practice: One missionary takes the role of the missionaries while the other will role-play the part of either Emanuele or Maria Teresa. Strengthen their faith in Christ and help them resolve their concerns by testifying of and promising appropriate blessings.

2. Evaluation: How does Emanuele/Maria now feel about this commandment? How did they come closer to Christ through this conversation?

Additional Scenario(s)

• You arrive in a new city and meet with Antonio, a recent convert who has not been obeying the Word of Wisdom. As you speak, he confesses that he expected to see more miraculous changes in his life after making the covenant of baptism. After a brief period of obedience, he became discouraged and relapsed into old habits. Help him understand the blessings of obedience and recommit to following Christ.

• You are teaching Marissa, a woman who is preparing for baptism, the commandments and the blessings that come from obeying them. She is willing to obey but fears that she will not be able to make ends meet if she pays Tithing. Strengthen her faith by testifying of the nature of God's blessings when we obey.

Appendix

Board Display Grammar Functions
Italian Grammar Resource: Lists and Tables
Grammar Cross Reference

Common Irregular Past Participles

accendere *(to turn on)* - acceso
aprire *(to open)* – aperto
benedire *(to bless)* – benedetto
bere *(to drink)* – bevuto
chiedere *(to ask)* – chiesto
chiudere *(to close)* – chiuso
correre *(to run)* – corso
decidere *(to decide)* – deciso
dipingere *(to paint)* – dipinto
dire *(to say)* - detto
dirigere *(to direct)* – diretto
esprimere *(to express)* – espresso
essere *(to be)* – stato
fare *(to do)* - fatto
leggere *(to read)* – letto
mettere *(to put)* – messo
morire *(to die)* – morto
nascere *(to be born)* – nato
nascondere *(to hide)* – nascosto
offrire *(to offer)* – offerto
perdere *(to lose)* – perso
permettere *(to permit)* – permesso
piangere *(to cry)* – pianto
prendere *(to take)* – preso
promettere *(to promise)* – promesso
ridere *(to laugh)* – riso
rimanere *(to remain)* – rimasto
rispondere *(to answer)* – risposto
rompere *(to break)* – rotto
scendere *(to go down)* – sceso
scrivere *(to write)* – scritto
smettere *(to quit)* – smesso
sorridere *(to smile)* – sorriso
spegnere *(to turn off)* – spento
spendere *(to spend)* – speso
spingere *(to push)* – spinto
succedere *(to happen)* – successo
vedere *(to see)* – visto
venire *(to come)* - venuto
vincere *(to win)* – vinto
vivere *(to live)* - vissuto

Italian Articles			
Def:	*S*	*P*	*Indef:*
M	il	i	un
	lo,l’	gli	uno, un’
F	la,l’	le	una, un’

Past Remote Standard Conjugations

-are verbs	
ai	ammo
asti	aste
ò	arono

-ere verbs	
ei (etti)	emmo
esti	este
è (ette)	erono (ettero)

-ire verbs	
ii	immo
isti	iste
ì	irono

-orre and –urre Verb Conjugations

Present Tense – orre verbs

ongo	oniamo
oni	onete
one	ongono

Past Participle – osto
Gerund – onendo

Imperfect Tense – orre verbs

onevo	onevamo
onevi	onevate
oneva	onevano

Examples:
porre – *to place*
proporre – *to propose*
supporre – *to suppose*

Present Tense – urre verbs

uco	uciamo
uci	ucete
uce	ucono

Past Participle – otto
Gerund – ucendo

Imperfect Tense – urre verbs

ucevo	ucevamo
ucevi	ucevate
uceva	ucevano

Examples:
condurre – *to lead*
dedurre – *to deduce*
tradurre – *to translate*

Common Verbs That Typically Use the Preposition "a" Before an Infinitive

Abituarsi – *to get used to*
Affrettarsi – *to hurry*
Aiutare – *to help*
Andare – *to go*
Cominciare – *to start*
Condurre – *to lead*
Continuare – *to continue*
Convincere – *to convince*
Costringere – *to force*
Divertirsi – *to have fun*
Entrare – *to enter*
Esortare – *to exhort*
Essere pronto – *to be ready*
Fermarsi – *to stop*
Giungere – *to reach*
Imparare – *to learn*
Incoraggiare – *to encourage*
Insegnare – *to teach*
Invitare – *to invite*
Mandare – *to send*
Obbligare – *to obbligate*
Portare – *to bring*
Prepararsi – *to prepare*
Restare – *to stay*
Rimanere – *to remain*
Riuscire – *to succeed*
Salire – *to go up*
Scendere – *to go down*
Servire – *to serve*
Stare attento – *to be careful*
Tornare – *to return*
Uscire – *to exit*
Venire – *to come*
Volerci – *to take/require (time)*

Common Verbs That Typically Use the Preposition "di" Before an Infinitive

Accettare – *to accept*
Accorgersi – *to realize*
Ammettere – *to admit*
Aspettare – *to wait*
Aver bisogno – *to have need*
Aver intenzione – *to have intention*
Aver paura – *to have fear*
Cercare – *to seek*
Chiedere – *to ask*
Decidere – *to decide*
Dimenticare – *to forget*
Dire – *to say*
Essere certo – *to be sure*
Essere contento – *to be happy*
Finire – *to finish*
Mancare – *to miss*
Occorrere – *to take/require (time)*
Offrire – *to offer*
Parere – *to seem*
Parlare – *to speak*
Permettere – *to permitt/allow*
Proibire – *to prohibit*
Promettere – *to promise*
Raccomandare – *to recommend*
Riconoscere – *to recognize*
Ricordare – *to remind/remember*
Ringraziare – *to thank*
Scegliere – *to choose*
Smettere – *to quit*
Tentare – *to try*

Possessive Pronouns/Adjectives

Possessive	*M. Sing.*	*F. Sing.*	*M. Pl.*	*F. Pl.*
my/mine	il mio	la mia	i miei	le mie
your/yours	il tuo	la tua	i tuoi	le tue
his/her/hers/ your/yours	il suo	la sua	i suoi	le sue
our/ours	il nostro	la nostra	i nostri	le nostre
your/yours	il vostro	la vostra	i vostri	le vostre
their/theirs	il loro	la loro	i loro	le loro

Preposition/Article Combinations

+	*di*	*a*	*in*	*da*	*su*	*con*
il	del	al	nel	dal	sul	col
lo	dello	allo	nello	dallo	sullo	collo
l'	dell'	all'	nell'	dall'	sull'	coll'
i	dei	ai	nei	dai	sui	coi
gli	degli	agli	negli	dagli	sugli	cogli
la	della	alla	nella	dalla	sulla	colla
le	delle	alle	nelle	dalle	sulle	colle

Direct Objects

Before Verb	*After Verb*
mi - *me*	me - *me*
ti - *you*	te - *you*
La - *you*	Lei - *you*
lo - *him*	lui - *him*
la - *her*	lei - *her*
ci - *us*	noi - *us*
vi – *you all*	voi – *you all*
li – *them (m)*	loro – *them (m)*
le – *them (f)*	loro – *them (f)*

Indirect Objects

Before Verb	*After Verb*
mi - *to me*	a me - *to me*
ti - *to you*	a te - *to you*
Le - *to you*	a Lei - *to you*
gli - *to him*	a lui - *to him*
le - *to her*	a lei - *to her*
ci - *to us*	a noi - *to us*
vi – *to you all*	a voi – *to you all*
gli – *to them (m)*	a loro – *to them (m)*
gli – *to them (f)*	a loro – *to them (f)*

Grammar Cross Reference

Grammar Principle	Page	Context	Grammar Book
Essere (*to be*) – Present Tense	18	Describing yourself and getting to know another person	GRAM ITAL p. 53-60
Avere (*to have*) - Present Tense	20	Establishing expectations and How to Begin Teaching	GRAM ITAL p. 61-68
Demonstrative Adjectives	22	Sharing a scripture	CRES p. 277-278; GRAM ITAL p. 69
Demonstrative Pronouns	24	Bearing testimony	CRES p. 277-278; GRAM ITAL p. 69
Volere/Dovere + Infinitive	26	Teaching an investigator how to gain a testimony for himself	GRAM ITAL p. 83-88
Sapere (to know) + Infinitive	28	Asking effective questions about praying often	GRAM ITAL p. 89-92
Potere (to be able to) + Infinitive	30	Teaching about faith in the Atonement of Jesus Christ	GRAM ITAL p. 93-96
Piacere (to please) + Infinitive	32	Discussing personal interests in getting to know somebody	CRES p. 233; GRAM ITAL p. 97-106
Fare (to make/do) – Present Tense	34	Getting to know someone and talking about what you do	CRES p. 274-276; GRAM ITAL p. 107
Andare (to go) – Present Tense	36	Planning and discussing daily plans with a companion	GRAM ITAL p. 113-118
Venire (to come) – Present Tense	38	Describing and setting up appointments	GRAM ITAL p. 119-124
Time and Date	40	Invitation to go to church and setting appointments	CRES p. 406-409; GRAM ITAL p. 125
Present Tense	42	Teaching about our life on earth	CRES p. 26-31; GRAM ITAL p. 135
Reflexive Verbs (Present Tense)	44	Extending commitment invitations	CRES p. 32-33; GRAM ITAL p. 145
Direct Object Pronouns	46	Teaching and asking questions about prophets and dispensations	CRES p. 94-97; GRAM ITAL p. 149
Combined Object Pronouns	48	Teaching and asking questions about the Book of Mormon	CRES p. 134-138; GRAM ITAL p. 157
Partitive and Location Pronouns – ne (of it/them) and ci (to/in it)	50	Describing and answering questions about missionary life	CRES p. 94-97, 131-134; GRAM ITAL p. 165-172
Conversational Past - Avere (to have) Verbs	52	Teaching about the earthly ministry of Christ	CRES p. 60-62; GRAM ITAL p. 173-178
Conceptual Practice – essere and avere in the conversational past	55	n/a	CRES p. 63-65; GRAM ITAL p. 179-184
Conversational Past – Essere (to be) Verbs	56	Teaching about the Plan of Salvation	CRES p. 62; GRAM ITAL p. 185-186
Conversational Past - Irregulars	58	Teaching about the earthly ministry of Christ	GRAM ITAL p. 187-190
Conceptual Practice – Conversational and Imperfect Past	61	n/a	CRES p. 65-67; GRAM ITAL p. 191-194
Imperfect Past	62	Teaching about the prophet Joseph Smith	CRES p. 57; GRAM ITAL p. 195-198
Imperfect Past – Essere (to be)	64	Describing the Joseph Smith story	CRES p. 58-60; GRAM ITAL p. 196

Gerund – Stare (to be)	66	Evaluating the progress of an investigator	CRES p. 239-240; GRAM ITAL p. 203
Future Tense (will)	68	Extending commitments, accepting commitments, and promising blessings	CRES p. 88-89; GRAM ITAL p. 211-216
Future Tense (will) – Squash Verbs (Irregulars)	70	Extending commitments, accepting commitments, and promising blessings	CRES p. 88-89; GRAM ITAL p. 217-218
Future Tense (will) – Super Squash Verbs (Irregulars)	72	Extending commitments, accepting commitments, and promising blessings	CRES p. 88-89; GRAM ITAL p. 219-222
Conditional Tense (would)	74	Extending commitment invitations	CRES p. 97-101; GRAM ITAL p. 223
Conditional Tense (would) – Squash Verbs (Irregulars)	76	Extending commitment invitations	CRES p. 97-101; GRAM ITAL p. 229-230
Conditional Tense (would) – Super Squash Verbs (Irregulars)	78	Extending commitment invitations	CRES p. 97-101; GRAM ITAL p. 231-234
Imperative (Command) Tense	80	Promising blessings	CRES p. 269-274; GRAM ITAL p. 235
Conceptual Practice – Using the Subjunctive Tenses	83	n/a	GRAMM ITAL p. 243-246
Present Subjunctive Tense	84	Helping investigators keep commitments	CRES p. 164-166,172-173,203-204; GRAM ITAL p. 247-256
Present Subjunctive – Avere (to have) and Essere (to be)	86	Discussing opinions or beliefs with other people	CRES p. 167; GRAM ITAL p. 253-256
Present Subjunctive - Common Irregulars	88	Helping investigators keep their commitments	CRES p. 166-170; GRAM ITAL p. 247-252
Imperfect Subjunctive – Past Tenses	90	Teaching about the Fall of Adam and Eve	CRES p. 199-202; GRAM ITAL p. 261
Imperfect Subjunctive – Conditional Phrases (hypothetical)	92	Extending commitment invitations	CRES p. 205-206; GRAM ITAL p. 265
Past Remote	94	Telling the Joseph Smith story	CRES p. 234-238; GRAM ITAL p. 271
Passive Voice “si”	98	Teaching about the commandments	CRES p. 350-351; GRAM ITAL p. 279